REPORT RESUMES

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THE E.O.A. BASIC EDUCATION COMMUNITY IN JOHN ADAMS ADULT SCHOOL, 1965-1966.

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SAN FRANCISCO UNIFIED SCHOOL DIST., CALIF.

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DATA FROM THE DEPARTMENT OF SOCIAL SERVICES AND SCHOOL FILES ARE PRESENTED ON 99 STUDENTS (90 PERCENT) REFERRED BY THE AGENCY TO THE BASIC EDUCATION PROGRAM AT THE JOHN ADAMS ADULT SCHOOL. OVER 60 PERCENT WERE NEGROES, WITH WHITES, MEXICANS, AND AMERICAN INDIANS ALSO REPRESENTED. THE MAJORITY WERE FROM SOUTHERN STATES, 37 PERCENT WERE DIVORCED OR SEPARATED, WITH THE HIGHEST ATTENDANCE IN THIS GROUP. THE MALES WERE UNDER 19 AND OVER 40 WHILE FEMALES RANGED THROUGHOUT THE AGE GROUPS. TWO THIRDS OF THE GROUP CLAIMED GRADE COMPLETION RANGING FROM EIGHT TO TEN, BUT RESULTS OF ACHIEVEMENT TESTS ON ENTRANCE CLUSTERED AROUND GRADES FIVE AND SIX. MEDIAN INTERVENING TIME OF LAST SCHOOLING AND THIS PROGRAM WAS TEN YEARS. EIGHTY PERCENT WERE NOT WORKING AT PAID JOBS. HALF HAD ENROLLED IN THE COURSE TO CONTINUE THEIR EDUCATION, BUT HALF CONTINUED IN ATTENDANCE JUST UNDER FOUR MONTHS, MAINLY DROPPING OUT BECAUSE OF FAILURE. MOST OF THE PARTICIPANTS FELT THE PROGRAM VERY WORTHWHILE. IT WAS RECOMMENDED AS A RESULT OF THE STUDY THAT--(1) THE EDUCATIONAL AND WELFARE PROGRAMS SHOULD BE COORDINATED, (2) MORE MALES BETWEEN 20 AND 40 SHOULD BE RECRUITED, (3) MORE RECORDS BE KEPT BY TEACHERS, (4) BETTER TESTING PROCEDURES, INCLUDING PERFORMANCE TESTS, SHOULD BE USED, AND (5) MORE ADULTS FROM ETHNIC MINORITIES SHOULD BE EMPLOYED IN CERTIFIED POSITIONS. (DOCUMENT INCLUDES SIX CASE STUDIES AND APPENDIXES.) (EB)

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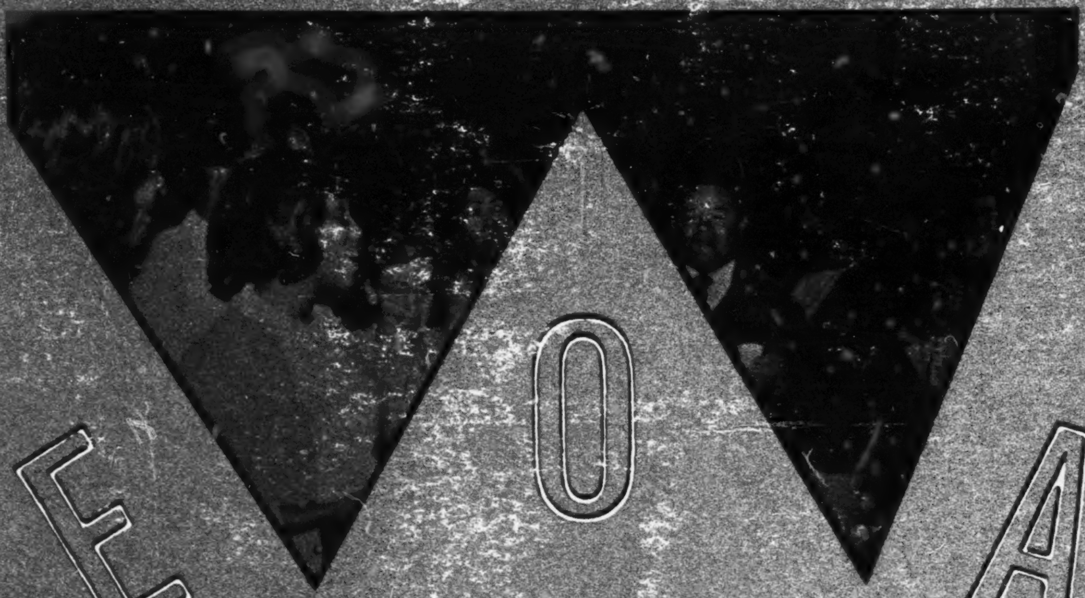

E O A

COMMUNITY

IN

JOHN ADAMS ADULT SCHOOL

1965-1966

ADULT AND VOCATIONAL DIVISION
San Francisco Unified School District

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT

THE E. O. A. BASIC EDUCATION COMMUNITY
in
John Adams Adult School
1965 - 1966

A Program Developed Under
TITLE II B OF THE ECONOMIC OPPORTUNITY ACT
and
THE CALIFORNIA PLAN FOR ADULT BASIC EDUCATION

Harold Spears
Superintendent of Schools
1967

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Acknowledgements

This study, in conception as well as execution, is a collective effort. Dalton Howatt, Coordinator of Adult Education, conceived it; and his office provided unstinted nurture throughout the months of investigation, data collection, and reporting. Constant support and encouragement came from Dr. Edward D. Goldman, Assistant Superintendent, Adult and Vocational Education,

This study was realizable also only through help extended from every level of the unique enterprise which is John Adams. Gratitude is expressed to the many who were involved, with recognition of notable indebtedness to the spirited adult pioneers in basic education, the students themselves. Their kindness--in the full sense of the word--is remembered and, it is hoped, recorded. Special acknowledgement of personal help of that great kind which is perhaps known only to schoolmen is hereby given to Francis J. Baron, Registrar of John Adams.

Acknowledgment of indebtedness and thanks are expressed also to Dr. Henry Drewes of the Psychology Department, San Francisco State College, who was statistical consultant in the study and to Mr. Gerald D. Wacks of the Senior High Division of our school district. Dr. Drewes developed virtually all of the tables in the Core Group, Self Portrait and Total Group sections and drafted the questionnaire, providing many of the interpretations in these parts of the study. He also contributed recommendations on the testing program. Mr. Wacks derived case data from the Department of Social Services and acted as interviewer, investigator, reporter and interpreter in many incidental phases of the study.

For many courtesies and accommodations thanks are expressed to Miss Margaret Furnish, formerly Head of Vocational Guidance Division, Department of Social Services of the City and County of San Francisco and to Miss Catherine Lee, Vocational Counselor of the Division.

For steadfast toil as clerks and typists, Sara Anderson and Lillian Battaglia earn special thanks. Always sensitive to need, they brought to the job their buoyant hearts as well as their nimble fingers and minds.

Howard Edminster
November 1966

FOREWORD

Titled the "Economic Opportunity Act Community" this study is the story of a small number of students attending classes offered under the Economic Opportunity Act. Making provision for education in basic literacy for adults, this act has greatly strengthened the efforts of the Adult Education Division in attacking one of the most urgent and difficult problems facing American educators. It is our hope that this study will help administrators and instructors plan an effective program in basic education for adults.

To Mr. Howard Edminster, the writer of the project, the undersigned wishes to give full credit for his indefatigable efforts and his devotion to the concept of a basic literacy program. Although the study is in microcosm, covering, as it does, a few students at John Adams Adult School, it reflects an accurate picture of the city-wide program operating under this Act.

This monograph is intended as a source of reference for administrators and instructors as they plan lessons and develop teaching procedures in the various subject areas of basic literacy. From the monograph we can gain much in terms of the motivation, background, interests, and problems of the students in these classes.

Dalton Howatt

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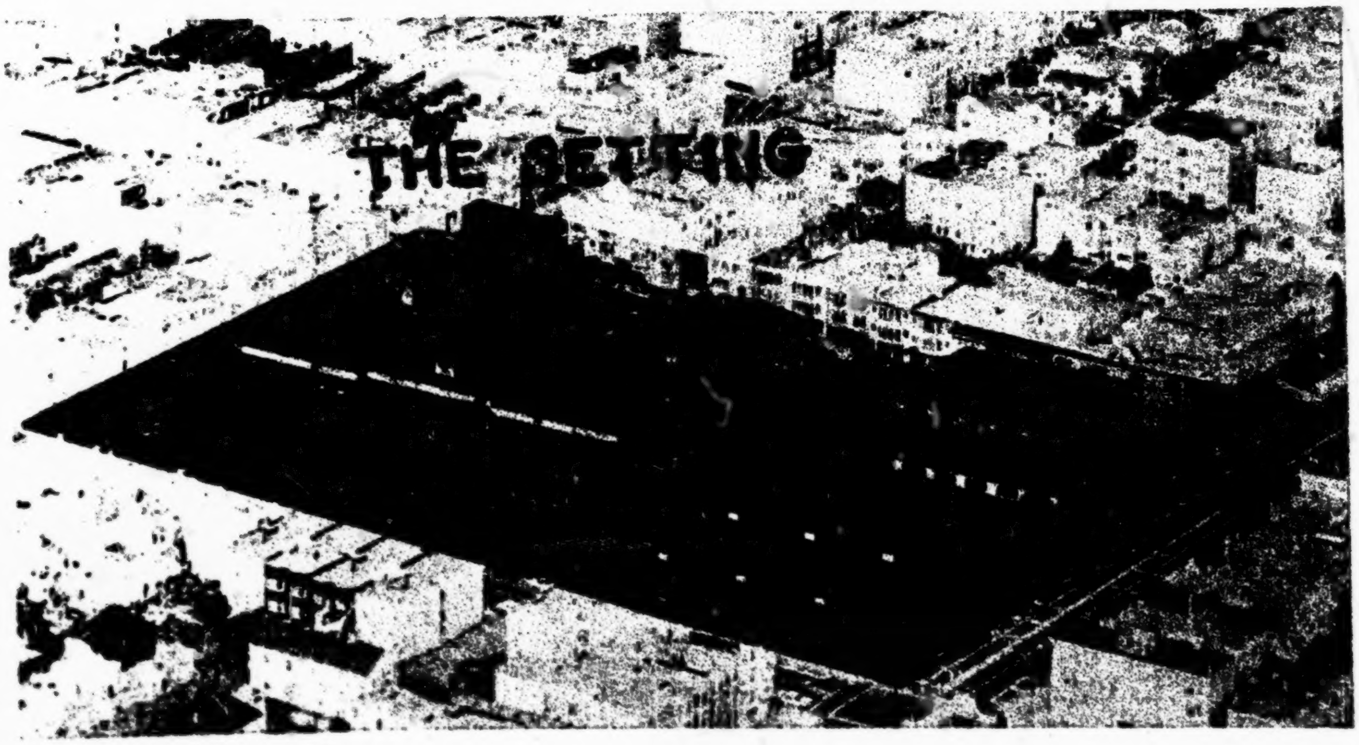
Pen-and-ink illustration by Varian Mace



Housed in John Adams Adult School, a day school with a full high-school curriculum, the classes of the EOA Basic Education program are tucked away in a nucleus of nine rooms on the third floor, one of them converted into an office.

The building itself is ancient by contemporary standards, but it is structurally sound, having been earthquake-proofed in the late 1930's. Of simple design and modest red-bricked exterior, it held to itself nevertheless a distinctive luster. This was conferred upon it by the academic repute and eminence of the alumni of Lowell High School, which occupied the premises until 1962, when that school moved to a new site near Lake Merced.

In 1963 Superintendent of Schools Harold Spears authorized the Adult Division to occupy the building for instructional programs. Actually the building, through an informal arrangement, had been occupied by the Adult Division in the fall of 1962, when through plain necessity Manpower Development Training classes were held on the premises. Plant capacity throughout the division had been impressed into the fullest service, almost under emergency conditions, as there mounted an inexorable demand of now familiar sociological origins. This characteristic of growth continues to manifest itself in John Adams Adult School. A robust child of need, it has been growing steadily toward giant stature.[1]

A short time later in the fall of 1963, the San Francisco Board of Education authorized a fuller use of the building and officially named it the John Adams Adult High School. Interestingly enough, this fuller use was simply a confirmation of events already having transpired; an osmotic process had been going on as the vacant rooms absorbed the pupils and teachers who pressed to fulfill their functions in more adequate surroundings. The new environment was physically forbidding, but healthy growth, it has been noted, shows remarkable adaptability.

Through the first surges of growth and continuing since then, John Adams has experienced a warm public reception, although the welcome at first, as might readily be understood, was uttered below the audibility level of public communication by persons and groups without access to media.

One source of the good reception of John Adams by the public lies in the harmony of association among the ethnic minorities within the school. The student population is of virtually amazing ethnic heterogeneity. Added to the usual blends of minority peoples in an American core metropolis, San Francisco has served historically as an ethnic blender of Spanish, westering

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[1] In a recent attendance check (March, 1966) the rolls of John Adams showed better than 51,000 student hours of instruction grossed in one week. Within the school walls or directly under its administration are classes approximating a daily attendance total of 2400 students. Actual enrollment figures are in excess of 3000. Since John Adams is essentially a day school (only 5% are enrolled in evening classes) and its students are adults, many of them parents and part-time job-holders with compelling daytime obligations, irregular and high absenteeism in a pattern of persistent return or re-enrollment is characteristic of school attendance. This pattern may be analogous to the passenger pattern of a regular commute bus or train, congestion included.

Caucasian pioneer, Indian, Chinese, and Russian, and, more recently, of all the peoples of Latin America, the Pacific islands, and the Far East. A most significant part of the blend is the Negro student population produced by domestic mobility beginning in the World War II period. A stranger to the school will remark upon the obvious varieties of ancestries among the students. In a week he will accept them as commonplace, the most natural thing in the world. Universal Man in all of his guises seems firmly set in the matrix of John Adams.

Another source of welcome lies in the economic and social benefit derived from educational programs sponsored by several public agencies,[1] local, state, and federal, and supported in varying degrees by funds authorized under federal enactments of recent years. The impact of this benefit has helped to generate a growing enthusiasm for all of the programs of the school. John Adams Adult High School has achieved a city-wide public support and popularity. Its former site near the Civic Center has been maintained as the John Adams Adult High School Annex, specializing in Americanization and other instruction of the foreign born, and that plant continues to function at full capacity.

A picture of the school as a stray parcel of fertile ground germinating seeds cast by the random winds of change is not supported by closer scrutiny. It had an operational locus from the start. Its institutional development arises out of its deliberate placement at a point of social interaction of diverse sorts. This strategic placement reflects chiefly the vision and timely action of the Assistant Superintendent of Adult and Vocational Education, Dr. Edward D. Goldman, and the Coordinator, Mr. E. Dalton Howatt. Many of the programs and community services provided by the school were conceived by Mr. Howatt, and he has given unflagging personal attention to them all.

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[1] e.g., California Department of Employment, Veterans Administration, San Francisco Department of Social Services.

Formal interaction which launched the EOA Basic Education program in John Adams Adult School occurred between the San Francisco Board of Education and the San Francisco Department of Social Services. On May 19, 1965, there gathered at John Adams from Social Service approximately sixty referrals classified as educable through tests and individual screening by social workers. Apart from a dedicated band of educational workers, about all that greeted the newly fledged students which in a physical sense could be called salutary were the roof over their heads and, from their elevation on the third floor, a magnificent view of the East Bay hills and skyline.

The physical environment deserves special attention. In their first occupancy of the classrooms, the students encountered all of the signs of long and hard use in the furnishings and appointments, plus, it may be surmised in the cases of some students, a sense of abandonment, even desolation, in the traces left by the evacuation of the former students--names and dates on old desk tops, an occasional tattered notebook on a shelf or in a drawer, and stray charts and maps of time gone by.

But throughout the period of occupancy by the new basic education classes, a general renovation was carried on under a district bond authority granted by the voters in 1964. A ceiling sprinkler-system was installed in 1965. Following the pipe-fitters came the patching crews of lathers and plasterers. Early in 1966, painters arrived and with them came again plumbers for the renovation of lavatories and toilets. Crews of electricians also turned to a basic re-wiring of the building, and carpenters and laborers undertook radical remodeling of a number of rooms as well as the conversion of locker alcoves into rooms.

Comments from teachers and students on the physical changes led naturally to speculation about effects. Did the students feel in any way that the costly renovation of the building was an affirmation of their worth? Could the obliteration of the old and worn around them be matched in any way by an obliterative action on the old and worn within them? Were they developing a new regard for themselves? In the first place, had the old building minimized the threat of their return to formal education in a way that a brand new educational plant might have maximized?

The last question offered the possibility of a supported base for inference, and it led to a solicitation of opinion among the teachers.[1] Moreover, the question was given relevance by the heavy enrollment of ethnic minorities, especially Negroes,[2] and the accumulating evidence from field studies of minorities over the nation that threat--fear, suspicion, distrust--is evoked by clear symbols and institutions of "middle-class" authority.

It is apparent that the teachers regarded the deficiencies of the school environment as more beneficial than detrimental during initial adjustment.[3] Amplifying their opinions in personal interview, they placed particular value on the emotive character of the setting, the means by which personalities are turned outward and toward each other, put into living contact.

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[1] See Appendix A, p. 124. Derived from questionnaire addressed to instructional staff in April, 1966.

[2] A 69% Negro enrollment was shown in an ethnic census taken March 11, 1966. See Appendix B, p. 129, for full census returns.

[3] Op. cit., p. 129, for returns and further interpretive comment.

If "other Americans", judged failures by the standards of society, are to be restored to the main stream of American life, it is submitted that attention must be directed to the emotional and personal ways in which they respond to a new setting. Obviously no argument is intended in favor of deficient provisions in that new setting; indeed, with the hearty approval of all concerned the San Francisco Unified School District literally renewed the school environment in John Adams while the EOA basic education classes occupied it. It is suggested simply that a school program dependent for its success on a reduction of anxiety and restoration of confidence among its students should be concerned with broad concepts of environmental adequacy. It is suggested that utility, facility, and convenience are values which need elaboration of a rather sophisticated kind for relevance to a setting where "other Americans" may be instructed with real warrant of success.

THE STAFF

Another prime warrant of the success of the basic education program lies in the level of the commitment of the people drawn to it. The careers of Dr. Goldman and Mr. Howatt are inseparable from the drive, nationwide and of long standing, to bring education to needy and aspiring adults.

San Francisco, virtually from the days of the Gold Rush, has been concerned about adult education.[1] As a port city, for a hundred years it has received immigrants from every continent, and it has conscientiously seen to their assimilation through education. In the period prior to World War II and continuing into the present, San Francisco has felt the sharp effects of federal policy--problems of economic shift, ebb, and flow, of impaction and occupational dislocation. In the national interest as well as in purely human terms, the Adult Division of the San Francisco Unified School District has served to fulfill all needs of manpower training in its jurisdiction.

Under the authority of the Board of Education, Dr. Goldman and Mr. Howatt, acting in behalf of multitudes of citizens, pressed for every service and budgetary allowance available from all sectors of interest, public and private, and from all governmental levels--district, city and county, state and federal. When conditions emerged for the institution of a broad basic education program for adults in which, finally, the federal government assumed primary financial responsibility, Dr. Goldman and Mr. Howatt eagerly applied all of the initiatives of their division, cooperating fully with other public agencies drawn into the war on poverty.

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[1] In 1856 the San Francisco Board of Education established the first evening school in California.

The engagement in social issues of these two men, both school veterans who has witnessed their share of visions both rosy and bleak, both coupling a firm realism with the zeal of campaigners, is a tribute to San Francisco.

Assistant Superintendent Edward D. Goldman, with eleven years in his present office, has served San Francisco for over thirty years in varied educational capacities--as teacher, head counselor, principal, and coordinator. As an educational leader of matured experience he was awarded his doctorate by Stanford University in 1952. Throughout his career he has been organizationally active in promoting public health measures and social planning, holding office in many associations and boards--local, regional and national. He was recently elected President of the San Francisco Community Rehabilitation Workshop. He is a member of the Education and Training Panel of the California Commission on Manpower, Automation and Technology and of the President's Committee on Manpower. Professionally he has served as president of both the California Association of Adult Education Administrators and the National Association for Public School Adult Education. Educational programs of the Manpower Development and Training Act, the Vocational Education Act, and the Economic Opportunity Act are under his jurisdiction, and he has personally seen to their development.

E. Dalton Howatt, Coordinator of Adult Education for the past eleven years, also has served San Francisco in educational capacities for the past thirty years--as teacher, counselor, registrar, adult school principal, and assistant coordinator. Moreover, he came to San Francisco with several years of high school teaching, public and private, in other parts of California. Unusually broad in background and social interest, partly from his world travel, partly from his lifelong historical studies, he was given added breath by his varied duty as an officer in the Air Force during World War II, from which he emerged, partially disabled, as a colonel. His interest in the problems of Veterans found professional expression in his work as counselor in the Veterans' Counseling Center of the school district and organizational recognition in his election to office in the Disabled Officers Association. But the continuing full range of his community involvement is witnessed in his membership in the boards of directors of organizations such as the Volunteer Bureau of San Francisco, the Recreation Center for the Handicapped and the Manpower Development and Training Act Advisory Council, and, professionally in his having served in such offices as vice-president of the California Association of Adult Education Administrators and president of the California Council of Adult Education.

On the level of John Adams Adult School itself, two members of the staff bear a most meaningful relationship to the EOA basic education program--Principal Edward H. Fowler and Registrar Francis J. Baron. By family background, social philosophy, training, experience, and personality, these two men combine qualities in school leadership which seem to fit ideally the prescription set by the new student personnel. Mr. Fowler and Mr. Baron moved firmly in welcome to these all but raw recruits to schooling who at the same time were a veteran corps of adults schooled in the harsh demands of living.[1] These men gave welcome not only to humans of great educational need but to the amelioration of one of the great and growing problems of the core city.

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[1] See p.32 ff. and Appendix C, p.132, Study of Social Services Referrals.

Edward H. Fowler has lived most of his sixty years in a spirit of personal identification with the needful and the deprived. The fact that a physical injury of his boyhood which involved long periods of hospitalization and produced a permanent minor impairment of his carriage may explain part of this spirit. That he was an entirely self-supporting adult during the period of his university education enters also into the explanation. He feels deeply the needs of humans struggling against adversity. He is a most sympathetic listener, and characteristically, he must act when his sympathy is aroused. He places great store in security, the security of knowledge and education, which never can be lost or stolen, and the security of human concern, which dictates a helping hand in trials. From a laboring class family, he administers his school, not as an authority enforcing compliance with orders, but as a worker seeking implementation of the good decisions of his working community. He is a man of great thoroughness. He has spent his entire educational career, both as a teacher and administrator, in the field of adult education.

Francis J. Baron has had all of his teaching experience in basic education, first as an elementary school teacher, then, starting fourteen years ago in John Adams, as a teacher of adults in basic education. Both as teacher and administrator he has had first-hand knowledge of the growing educational needs of the adult community. He wrote the first programs conducted in John Adams under the authority of the Vocational Education Act and the Economic Opportunity Act. Like Mr. Fowler he has a laboring-class family background and is a skillful and patient listener. His administrative approach encourages variety and range of initiative, avoiding structured relations except as needed, but, when needed, firm. Like Mr. Fowler, too, he knows from his early youth hard physical work measured in dollars-and-cents terms, and he holds that, just as trust should be deserved, money should be earned. Notwithstanding, his habitual manner toward teachers and students alike is a trustful expectancy. He has innate respect for all, believing that everyone has something of genuine worth to someone else and that promoting its transmission is a great cause.

Between the students and the administrators plied the operational agents of school counselor, vocational counselor and psychometrist (from Department of Social Services) and the instructional staff. The interactions of these agents were like layers of ferment in a brew both educational and social, for the formal instruction had to wait, in many cases, on interpersonal and even intra-personal developments. The versatility and flexibility of this operational staff, young professionals in full contact with contemporary reality, provided much of the dynamics of initial change. The investigator probably can never learn what happened during the first weeks of the program. It seems fitting to say that the classrooms at times were virtually awash with fluid ingredients of formal learning, social conditioning, and personal development. Time passed, the froth subsided, the brew mellowed. A stage of evolution had closed, but the commitment of all remained.

One year after the program started, an experienced educational worker given some weeks of exposure to the teachers of the basic education program would have judged them all seasoned professionals. Their composure and confidence, their striking flexibility in prevailingly informal situations, their candor, their readiness to exchange points of view, all evidenced extensive teaching experience. Yet the truth is that most of them had little teaching experience and a few were virtual novices. A further truth may be that this very condition produced their group morale, like that of a pioneer community, and encouraged them to be experimental and pragmatic, and allowed the zeal of the amateur, in the absence of preconceptions of orthodoxy, to deal with problems largely on the basis of common sense and good will.

Extensive analysis of the individual contributions of the teachers[1] brought into the fore-ground certain qualities which, as ascertained in recruits, may aid personnel directors in the selection of staff for this kind of educational mission. Acceptance of others, the outgoing spirit free of captious judgment, seems to be the attribute most instrumental in shaping the teachers for the community to be instructed. Beyond this, the major contours of the community were engaged by, first of all, the patience of the staff, then by their egalitarian manner and readiness to relate on peer levels with their students, then by their empathy and imagination. These, which brought flexibility into all areas of relationship, making it a conspicuous feature, were, it is suggested, the actual creator of that flexibility, an apparently indispensable if auxiliary attribute. Premium traits all for successful work with culturally disadvantaged adults, they can perhaps be subsumed under the quality of "other-centeredness". This term, it is believed, also comprehends the commitment of the staff. While perhaps all good or great teachers, on whatever level, possess this quality, it is a central influence, operationally continuous, among these particular teachers.

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[1] Portraits of all certificated personnel were developed and appraised under liberal consultation but omitted from this study because of space limitations.

SOCIAL SERVICE REFERRALS--CORE GROUP

The fullest objective description of the student population in the Basic Education program is made available in the combined data of the Department of Social Services[1] and the BOA school files. These amassed data cover a total of 99 cases and represent, by Department of Social Services estimate, 90% of all students referred to the BOA program through its agency. The data are variously tabled in breakdowns presented hereinbelow. The number of cases noted in the tables differs from the total because of lack of full consistency of data from case to case.

The tabled analyses afford a picture of representative breadth, it is believed, since the number of cases constitutes approximately 63 percent of the average enrollment at any given date.[2] Internal evidence which is apparent in a comparison of the tables presented below with those containing the total student population, beginning on page 75 , also supports the assumption that the following tables represent a fairly reliable cross section.[1] The interpretations offered in the text accompanying the tables may be viewed, therefore, in a somewhat broader perspective. They may reflect a larger reality.

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[1] The files of this Department are specifically those of the Vocational Services Division. Social case files were not available.

[2] Enrollment checks in September, 1955, and in January and May, 1966, yield an enrollment average of 158 students. Checks in attendance on these occasions yield an average of 109. Miss Catherine Lee, Vocational Counselor, Department of Social Services, estimates that the referral cases constituted, on an average, 80% of the total enrollment.

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[1] Supervisor Margaret Furnish of the Vocational Services Division, Department of Social Welfare, reports a very high correlation of all factors examined in the cases processed by her division as well as between the cases of her division and those of the AFDC (Aid to Families with Dependent Children) Division, which comprises some 7,000 family units.

TABLE 1. Ethnic Groups Represented in Social Service Referrals--Core Group

GROUPS	NUMBER	PERCENTAGE
Negro	62	68
White	16	18
Mexican	10	11
American Indian	3	3
TOTAL	91	100

Here the ratio of Negroes to other ethnic groups is more than two to one, the percentage, 68, being almost identical to the 69% derived from a program census[1] taken in March, 1966. In the category of "Spanish Speaking" in this census, comparable to "Mexican" in the table above, there was derived an identical percentage of 11.[2]

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[1] Op. cit. p. 129.

[2] Differences in the terminology applied to categories reflect divergent practices of the San Francisco Unified School District and San Francisco Department of Social Services.

TABLE 2. Average Hours Attendance for Ethnic Groups[1]

GROUP	NUMBER	AVERAGE HOURS ATTENDANCE	RANKED
Mexican	8	245.00	1
Negro	56	209.00	2
White	15	196.00	3
TOTAL NUMBER	79		
TOTAL AVERAGE		210.00	

With the Mexican ethnic group scoring an attendance average high above the total average, with Negroes next, and Whites lowest, the probability of a chance factor producing such differences is 1 in 20. It is probable that a non-chance factor contributes to this difference, with due consideration given the relatively small number of Mexican and White cases. Chi square (8.78) is significant at 5% level.

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[1] American Indian eliminated because only three subjects represented group. See Appendix C, p. 132.

TABLE 3. Marital Status Breakdown for Ethnic Groups

GROUP	MARRIED	SINGLE	DIVORCED	WIDOWED	UNITED[1]	SEPARATED	"N"
Negro	18	15	6	1	2	23	65
White	13	0	0	0	1	4	18
Mexican	5	0	2	1	1	0	9
American Indian	2	0	0	0	1	0	3
TOTAL	38	15	8	2	5	27	95

While 37% of the entire population tabled is either divorced or separated, 45% of the Negro group is in this category, compared to 20% for the remaining ethnic groups combined. The reduced influence of family controls in the Negro population generally is reflected in these figures.

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[1] "United" signifies a common-law marriage. The term is taken from Department of Social Services designation.

TABLE 4. Grouped Marital Status Average Hours Attendance

COMBINED GROUPS	NUMBER	AVERAGE HOURS ATTENDANCE
Separated and Divorced	29	239.00
Single and Widowed	16	183.00
Married and United	39	178.00
TOTAL NUMBER	84	
TOTAL AVERAGE		200.00

Here the highest attendance is recorded in the separated and divorced category, the only group with an average above the total average. This fact noted in conjunction with the fact that the lowest attendance average is for the married and united group prompts the speculation that in this total population marital relationships may be inimical to the extraction of full benefit from educational offerings. Chi square (11.61) is significant at 1% level.

TABLE 5. Average Hours Attendance According to AFDC[1] Number of Dependents

AFDC	NUMBER	AVERAGE HOURS ATTENDANCE	RANK
4	10	345.00	1
3	11	224.00	2
2	10	223.00	3
1	14	193.00	4
5	8	190.00	5
0	14	152.00	6
6,7,8[2]	10	134.00	7
TOTAL NUMBER	77		
TOTAL AVERAGE		206.00	

As the number of dependents increases up to four, the attendance average increases likewise. A very pronounced and possibly significant break in accumulated attendance occurs in the cases of students with five or more dependents, as though increase in attendance corresponds to increase in responsibility to children up to a point at which the load becomes insupportably heavy.

In light of the high average attendance of the separated and divorced group (See Table 4) it might prove of interest to determine how many in this group also fall into the AFDC groups having one to four dependent children. The absence of a spouse along with responsibility for children may have more bearing on better school attendance than the presence of a spouse in the same parental situation.

The average attendance for the group with four children is two-and-a-half times that of the group with six, seven, or eight children, and it is more than twice that of the group having no children at all.

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[1] AFDC is the widely accepted abbreviation of Aid to Families with Dependent Children, an institutionalized financial assistance in San Francisco administered by the Department of Social Services.

[2] There were 5 individuals who had 6 dependents; 1 individual who had 7 dependents; and 4 individuals who had 8 dependents. These groups were combined.

TABLE 6. Sex Difference and AFDC Breakdown

AFDC	MALES	FEMALES	TOTAL
0	11	4	15
1	5	9	14
2	4	7	11
3	4	7	11
4	4	7	11
5	6	2	8
6	3	2	5
7	1	0	1
8	2	2	4
TOTALS	40	40	80

In contrast to the identical number, 40, in the male and female groups, is the disparity between the sexes in the category of no dependents, where the male group is almost three times the size of the female.

TABLE 7. Rank Order Correlation Comparing AFDC, Total Group Attendance Averages, and Sex Group[1] Attendance Averages

AFDC	TOTAL RANK	MALE RANK	FEMALE RANK
4	1	1	1
3	2	2	2
2	3	3	7
1	4	5	3
5	5	4	5
0	6	6	2
6,7,8	7	7	4

This table shows a high relationship between male rank and total rank order (rho is .96), no relationship between female rank and total rank order (rho is -.06), and a slightly negative relationship between male and female rank order (rho is -.10). The high correlation of the male group and total rank suggests that the previously hypothecated sense of responsibility reflected in an increase of attendance according to an increase in the number of dependents therefore pertains to the males rather than to the females.[2]

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[1] See Tables 6A, 6B in Appendix C, p. 135, for male and female attendance averages according to AFDC groupings.

[2] It should be noted, however, that both male and female groups with four dependents show a high attendance average.

TABLE 8. Sex Differences and Reading Scores on California Achievement Test[1]

SEX	NUMBER	RANGE	MEAN	STANDARD DEVIATION
Male	29	4.8	5.22	1.22
Female	30	7.7	6.85	1.43
TOTAL NUMBER	59			

The salient finding projected in this table is that females scored on the average a full year and a half higher in grade level than did the males.

Two thirds of the females scored between grades 5.42 and 8.28 on CAT reading test; two thirds of the males between 4.00 and 6.44. The probability of chance factors producing these differences between male and female scores is less than one in one thousand. (T test = 4.64, significant level = .001)

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[1] Both elementary and intermediate batteries were administered on a number of occasions, according to the individuals and groups involved. All students were tested at least once. The CAT scores represent school grade levels.

TABLE 9. Sex Differences and Arithmetic Scores on California Achievement Test

SEX	NUMBER	RANGE	MEAN	STANDARD DEVIATION
Male	28	3.8	5.65	1.78
Female	29	3.7	6.30	.83
TOTAL NUMBER	57			

As in the reading test, females show on the arithmetic test a significantly higher score than males, well above a half grade level.

Two thirds of the females scored between grades 5.47 and 7.13; two thirds of the males between grades 3.87 and 7.43. The probability of chance producing these differences between male and female scores is one in one hundred. (T-test = 3.26, significant level = .01)

TABLE 10. Ethnic Groups and California Achievement Test Means for Reading and Arithmetic

GROUP	NUMBER	READING MEANS	ARITHMETIC MEANS
Negro	44	6.06	5.96
White	11	5.70	6.12
Mexican	8	6.19	6.01
TOTAL NUMBER	63		

While significant sex differences exist in California Achievement Test measures of educational achievement, ethnic group differences do not. As tabled here, all groups clustered around sixth-grade performance in reading and arithmetic. It should be noted that only eight students are in the Mexican group. The range for California Achievement Test reading means for the ethnic groups is .49, approximately a half grade; for California Achievement Test arithmetic, .16.

TABLE 11. Geographic Constellations for Negro Ethnic Group--Southern States

STATES	NUMBER	PROPORTION	PERCENT
Louisiana	16	.2539	25
Texas	12	.1904	19
TOTAL	28	.4443	44
Louisiana	16	.2539	25
Texas	12	.1904	19
Mississippi	6	.0952	10
TOTAL	34	.5395	54
Louisiana	16	.2539	25
Texas	12	.1904	19
Mississippi	6	.0952	10
Arkansas	6	.0952	10
Alabama	3	.0476	5
TOTAL	43	.6823	69

With reference to national census figures on Negro proportions in the population viewed on a geographic spread, it is remarkable that over two thirds of the Negro group here represented comes from a cluster of five southern states: Louisiana, Texas, Mississippi, Arkansas, and Alabama. Forty-four percent come from Louisiana and Texas alone; 54%, from Louisiana, Texas, and Mississippi.

TABLE 12. Grade Completed in School and Attendance Comparisons According to Age in Total Social Services Referral Group

AGE	NUMBER	GRADE MEAN	GRADE RANK	ATTENDANCE MEAN	ATTENDANCE RANK
19 - 24	16	9.94	1	150.37	5
25 - 29	26	8.88	3	153.53	4
30 - 34	13	9.31	2	255.38	2
35 - 39	8	8.62	4	209.00	3
40+	14	7.86	5	286.00	1

TOTAL MEAN AGE 30.85

TOTAL MEAN GRADE 8.83

TOTAL MEAN ATTENDANCE 201.34

The youngest group (19 to 24) showing the highest grade completed has the lowest attendance. Conversely, the oldest group (40+) showing the lowest grade completed has the highest attendance. This complex relationship is not fully harmonious between the extremes.

A marked disparity between the grade completed in school and the grade of placement in the basic education program according to achievement scores is implicit in this table, as it is made explicit in tables following in this section and elsewhere in this study. That a group completing the ninth grade of school would require intensive and prolonged elementary instruction in basic skills appears to indicate either that attrition of these skills was pronounced, or that the claim of this level of schooling is invalid, or that the schooling itself was seriously deficient.

With perhaps fifteen years intervening, on the average, between the termination of formal schooling and entry into the basic education program (note mean age of approximately 31), the attrition theory might deserve early investigation. In employment, in the economics of household life, in experiences of recreation, particularly those involving use of mass media, how much did society call into use the skills that might have been learned? How little relevant stimulus was felt by these persons, or, when felt, how much stultified?

TABLE 13. Social Services Referral Group--Comparison of Grade Completed to California Achievement Test Grade Averages for Western States[1]

	GRADE COMPLETED	CAT READING	CAT ARITHMETIC
Number	15	15	15
Mean	9.13	5.87	6.21
Standard Deviation	1.38	1.66	.77

This table most strikingly reflects the fact that the claimed grade completed in school is no index to level of achievement in arithmetic and reading skills. Whereas two thirds of this group claimed completion of grades ranging from 7.75 to 10.51, two thirds show CAT arithmetic achievement between grades 5.10 and 6.64 and reading achievement between grades 4.11 and 7.53. There are almost three grades difference between grade completed and arithmetic average; over three grades differences between grade completed and reading average. For comment on this disparity see Table 12.

T-test between grade completed and CAT reading is 9.87, significant at greater than 1% level. T-test between grade completed and CAT arithmetic is 7.12, significant at greater than 1% level.

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[1] States represented are California, "N" = 10; Arizona, "N" = 3; Washington, "N" = 1; Colorado, "N" = 1.

TABLE 14. Social Services Referral Group--Comparison of Grade Completed to CAT Grade Average for Southern States[1]

	GRADE COMPLETED	CAT READING	CAT ARITHMETIC
Number	27	27	27
Mean	9.22	5.71	5.95
Standard Deviation	1.26	1.66	1.09

This table reflects the same wide disparity as Table 13. Whereas two thirds of this group claimed completion of grades ranging from 7.96 to 10.48, two thirds show CAT arithmetic achievement between grades 4.87 and 7.04 and reading achievement between grades 4.05 and 7.37. There are over three grades difference between grade completed and arithmetic average; three-and-one-half grades difference between grade completed and reading average.

T-test between grade completed and CAT reading is 8.58, significant at greater than 1% level. T-test between grade completed and CAT arithmetic is 9.96, significant at greater than 1% level.

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[1] States represented are Louisiana, "N" = 9; Texas, "N" = 7; Arkansas, "N" = 5; Mississippi, "N" = 5; Alabama, "N" = 1.

TABLE 15. Social Services Referral Group--Comparison of Grade Completed in School with Age and CAT Reading and Arithmetic

GRADE	NUMBER	MEAN AGE	MEAN GRADE COMPLETED	READING	ARITHMETIC
7 or less	8	42.37	5.37	5.37	6.00
8	13	34.46	8.00	6.27	6.25
9	17	29.05	9.00	4.95	5.98
10	19	26.47	10.00	6.28	6.16
11 & above	8	30.00	11.50	7.01	6.27
TOTAL NUMBER	65				

As tabled above, the disparity between grade completed and achievement measured by CAT increases as grade completed increases and age decreases. These relationships tend to bolster the hypothesis previously offered that formal schooling suffers from deficiencies[1] that appear to be on the increase (see text accompanying Table 12).

The average age of students having completed seventh grade or less is 42, the highest mean age for any group. The average age of students having completed ninth grade is 29, the lowest mean age for any group. Approximately twelve years separates high and low mean ages.

In the group having had the least formal schooling, almost no disparity is shown between grade completed and reading and arithmetic levels.

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[1] Such deficiencies may not be chargeable to the school per se. A decline of motivational influences primarily exerted by the larger society may be reflected here.

TABLE 16. Social Services Referral Group--Causes of Absence[1] from Class

CAUSES OF ABSENCE	DAYS	PERCENT
ILLNESS OF STUDENT	13	31
MEDICAL & DENTAL	8	19
ILLNESS IN FAMILY	7	17
PERSONAL BUSINESS	4	9
CHILD CARE CENTER	3	7
WELFARE DEPARTMENT APPOINTMENT	3	7
OTHER	4	9
TOTAL	42	

The greatest single cause of absence, almost one third, is illness of student. Almost one half of the absences are due to either illness of student or illness in family. Two thirds of the absences are in some manner related to health.

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[1] It should be noted that in many instances of absence no record exists, for reasons ranging from the absolute illiteracy of some students to failures in follow-up, all in a situation where, through informal means, the reasons of absence were known by teachers or staff.

TABLE 17.[1] Social Services Referral Group--Address Concentrations in San Francisco[2]

	NUMBER	PERCENT
Lowest 25% in Median Income and Highest 25% Unemployment	45	82
Lowest 25% in Median Income or Highest 25% Unemployment	5	9
Outside of Above Areas but Contiguous	5	9
Outside of Above Areas	0	0
TOTAL NUMBER	55	

Of this group table, 82% live in areas classified as tracts where both the lowest 25% in median income and the highest 25% unemployment rate exist in San Francisco; 5% live in tracts classified as the lowest 25% median income or the highest 25% unemployment but not both; and 5% live outside the lowest 25% median income and 25% highest unemployment tract areas, but in contiguous areas.

This group compares with a general Negro population concentration of 55% falling into areas of 25% lowest median income and 25% highest unemployment for San Francisco. This group in basic education has a 27% higher concentration in these areas than the general Negro population.

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[1] For tables reflecting employment experience, see Tables 17A, 17B, Appendix C.

[2] Categories and geographical areas as presented in "The Negro in the West...Some Facts Relating to Social and Economic Conditions, 1. the Negro Worker," United States Department of Labor, Bureau of Labor Statistics, San Francisco, California, 1966.

GROUP SELF-PORTRAIT--QUESTIONNAIRE

For a general and factual self-portrait of the EOA Basic Education group, the results of a questionnaire submitted to the full membership in March, 1966, are here presented.[1] In the tables following can be found what the students report of themselves, not in categories and terms selected by them, to be sure, but in a general design which yields a group portrait.

Much that was not known about this community, it was believed, could be elicited under the simple system of asking the right questions in an impersonal way that still would convey the importance, in personal ways, of a greater self-knowledge within and about this community. Naturally, the object of securing the information was the improvement of instruction through a fuller identification or description of the students themselves. To deal satisfactorily with any individual or group is to know first what it is.

In the days preceding the submission of the questionnaire, students and teachers had been briefed on both procedures and content, and optimal conditions for a reliable response were considered to be in effect. Reasonable privacy in response was provided; anonymity of respondents was secure; an earnest intent to make candid and meaningful statements was believed to be present among the students.

It should be noted, however, that the following summary and tables represent objective fact only to the extent that the respondents were by intent veracious and were actually possessed of the knowledge and disciplines required in factual statement. The degree of internal consistency with other findings and conclusions of this study support the view that the respondents were prevailingly so qualified. The questionnaire may have yielded data upon which advances in knowledge of the group can reliably be based. Verification and further investigation are in order as continuing functions of this educational program.

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[1] See Appendix G, p. 135, for the questionnaire.

GEOGRAPHIC BACKGROUND AND MOBILITY

First in the summary of information obtained from this questionnaire is the geographic background and mobility of the students. Of the 12 respondents, 94 indicated their place of birth, and the preponderant majority were either born in California or had migrated from the Southern or border states (Table 1). California leads all states, with 27% naming it as their state of birth. The five states of Louisiana (20%), Texas (18%), Mississippi (7%), Oklahoma (5%), and Alabama (4%) comprise a majority (54%) of the respondents. The Southern region constitutes, therefore, the birthplace of the majority (Table 2).

High mobility is indicated by the mean of 16.4 years of residence in California in relation to the fact that 44% are thirty years of age or older (Tables 13, 3). The range in years of residence in California was from one to sixty-two. Eighty-nine percent indicated their intention to remain in California (Table 14).

The Southern origins of most respondents was further borne out by a study of the states in which they had lived immediately prior to their California residence (Table 35). The three states of Texas, Louisiana, and Mississippi account for 50%; the six states of Texas, Louisiana, Mississippi, Arkansas, Alabama and Oklahoma account for 60%. The conclusion is warranted that westward migration from areas of low income and high racial discrimination or tension lies behind a significant majority of the intake of this EOA program. It can be inferred from these findings that the economic and social problems generated in the South are "exported" and are therefore justly a matter of national concern.

Migration to California was found to be primarily a group experience. Thirty-five percent of those responding indicated that they had come to California with a member of their immediate family. Approximately one sixth came either with another relative or friend. Only one third came alone (Table 36). Seventy-three percent indicated that they were preceded to California by one or more relatives. The average number of relatives to follow the respondents to California was 4.74 (Table 38).

In the determination of what other states to which close relatives had moved, there is noted a definite parallel of migration from Southern states with low economic opportunity and high incidence of racial tension to states where these factors in the near past have not been so prominent. Approximately 59% of the respondents reported one or more relatives who had moved to a state other than California, and of this group slightly more than 50% of the relatives moved to the highly industrialized states of Illinois, New York, and Michigan (Table 39).

A matter of speculative interest lies in the response to the question "What was your major reason for coming to California?" (Table 40). No respondent indicated racial tension as a reason for coming, yet two thirds of the group failed to respond at all--by far the thinnest response to any item in the questionnaire. It may be relevant to point out that the questionnaire was administered by Caucasians in a setting where the authority figures are, with a single exception, Caucasian. For the Negroes would it have been a gratuitous admission of weakness before these representatives of "White Power" to offer a racial reason for moving when an honest substitute would do? Or, where racial factors enter into decisions, is it natural for them to maintain privacy in this setting? Of the limited number responding, 44% gave the moving of their parents as a reason, 44% indicated employment, and 11% education.

It may be concluded that in background this EOA group is migratory and highly mobile, coming from families which are also characterized by geographic mobility. But this group reports by intent that its migration has ended here in California. Its pattern, like that of its families, has been a movement from areas of limited economic opportunity, primarily agricultural, to areas of high industrialization, which hold, or once held, promise of larger economic opportunity. From the data of this questionnaire racial tension as a cause of mobility cannot be evaluated.

FAMILY TIES

Although the relatively strong causative link of family relationships appears to be demonstrated in geographical movement, advance wave and follow were included, parental ties within this EOA group appear weak. Twenty-four percent indicated that their parents had been divorced, and 31% that their parents were separated (Tables 8, 9). Thus over half of the group may reflect the influences of a one-parent home. The presence of common-law or other informal domestic relationship was not inquired into.

The mean number of years lived at home by the respondents was slightly over 17, and 60% had lived at home 16 to 19 years (Table 12).

These findings project an unstable family background, the broken home, and the consequent earlier separation of the child from the family setting. Yet, as it has been pointed out by Frank Riessman[1] and others, the investigator is open to error when he evaluates in middle-class terms the family unit of the culturally deprived. Functions of parents seem to be dischargd effectively by persons in other degrees of kinship.

PREVIOUS EDUCATION

Perhaps the most significant information disclosed by the group about its previous education was the length of time intervening between the end of prior formal schooling and its resumption in the BEA program. Hardened attitudes, good and bad, toward academic achievement in general and school in particular could be involved, as well as the loss of competence in the basic skills.

The median of intervening time was found to be 10 years. One third of the group had been out of school for 5 years or less; one fourth had been out for more than 19 years (Table 29).

The mean number of years of attendance in former schools was found to be 6,61. Fifteen percent reported that they completed fewer than 6 years. Sixty-seven percent reported more than 6 years, and 20% claimed graduation from elementary school (Table 16). Twenty-three percent responded that they had never attended high school (Table 17). Of those who did attend, the mean number of years of attendance was 2.79. Sixty-one percent attended for 2 years or less; 39% attended for 2 years or more. Eighty-six percent reported that they did not graduate. Twenty-two percent indicated that they had undertaken some special schooling (Table 18). Of these, 50% had attended for one year or less and two thirds for two years or less.

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[1] Riessman, Frank, The Culturally Deprived Child, Harper and Brothers, N. Y., 1962, pp. 36 - 48.

Marital Status

Thirty-three percent of the group reported that they are married, 16% separated (which would include desertion), and 11% divorced. The largest number of students reported themselves as single--40% (Table 5).

Of those who are or have been married, 91% say they have been married once; 7%, twice; and 2%, three or more times (Table 6). Twenty-seven percent claim no dependents; 22%, one dependent; 29%, four or more (Table 7). The average number of dependents per student is 2.94. A comparison of number of dependents by age group indicates the highest number of dependents occurs in age group thirty through thirty-nine, where the mean number of dependents is 4.58.

While the correlation of age group to marital status shows, expectedly, that the incidence of marriage increases regularly with age, the incidence of divorce and separation increases dramatically during ages twenty-five through twenty-nine and decreases sharply thereafter. Of the total group who responded to this question, 28% were divorced or separated, 34% were married, 37% were single, and 3% widowed. Contrastingly, in age group twenty-five through twenty-nine, 63% were divorced or separated. In the thirty through thirty-nine group, the percentage drops to 30; and in the forty-and-over group, it decreases still further to 27% (Table 43).

Sex and Age

For the total responding group the ratio of females to males was found to be 1.19 to 1, a relatively even proportion. When this factor was analyzed by age group, however, it was found that in the age group twenty through twenty-four the ratio rises to two females to each male. From age twenty-five through thirty-nine the ratio rises again and remains at a nearly constant 2.25 females to each male. But at age forty and over an essential reversal of this ratio occurs, for in this older group there are found 2.14 males for every female. No attempt is made to explain this phenomenon, although it does prompt speculation and may be a matter for fruitful inquiry.

Of the sample, 68% of the females are in age group twenty through thirty-nine, compared to 37% of the males. Thirty-one percent of the males and 19% of the females are under nineteen (Table 6). Thus it is evident that the BOA program has enrolled males under nineteen or over forty in disproportionate numbers while the female population remains relatively constant throughout the divisions of the age spread.

Since it is largely between the years of twenty and forty that maximum employability is achieved, an effort should be expended to enroll males within this chronological span for a fuller realization of the goals of BOA basic education. Doubtless normal heterosexual relations would be improved in the instructional setting with a less anomalous distribution of males.

Work Status, Outside Activities, Travel Time

Further rounding out the portrait of the group as it relates to the larger community, the members assert that a large majority, 80%, do not now work at paid jobs (Table 10). Still, this figure may fail to reflect substantial part-time or occasional employment, since the greater part of the group received public assistance and knows that admission of gainful employment carries the threat of reduction in this assistance.

Of the 20% who do work, the mean work week is nearly 28 hours long, while 45% are employed 40 or more hours per week. This 45% constitutes approximately 10% of the total group (Table 11).

Approximately 60% of the out-of-school time of the respondents is spent in child care and housekeeping activities, and job seeking accounts for another 10%. It is remarkable, then, that 62% claim one or more regular hobbies, in which arts and crafts predominate at 45% (Table 26).

The returns disclosed that the average student spends forty minutes daily in traveling to school (Table 31). Thirty-five percent report one hour or more. If the average time is doubled to cover the round trip, and if hour estimates are added to cover the other out-of-school activities noted, then, given finally the seven hours overall spent daily in school, the remainder would appear to be barely adequate for necessary rest and sleep.

Attitudes Toward Basic Education

The sampling of student attitude toward the instructional program was regarded as a means to a view of a most important aspect of group character, for if the students did not find their experiences in the program relevant and meaningful then the warrant of the program itself would be put in question. Did they look on their studies as "busy work" or a strategy of the establishment to "keep them off the streets"? Or did they see their studies as a path to self-realization and participation in the workaday business of society? The following brief summary of findings indicates unmistakably that the group assigns essential value to the program. In full context in this setting it may be viewed as a ringing affirmation of the goals of basic education.

As reason for enrollment in the program, approximately 50% reported their desire to continue learning; 36%, to earn a diploma or graduate. In this connection, 50% disclosed that they had changed their vocational goals since entering the program (Table 23).

Eighty-two percent asserted that it was not difficult to communicate with the teachers (Table 24). While 6% found their classes "too hard", 12% found them "too easy". Eighty-two percent evaluated them as "about right" (Table 28).

As a means of assaying the holding power of the program as well as the validity of the judgments of the group, the duration of attendance in the program was sampled. It was just under four months for 50% of the respondents and nine months or more for [illegible]% (Table 15).

In a probing of causes of student separation from the program prior to completion, the group was asked "What is the main reason some of your classmates leave the EOA program?" The leading reason offered was "failure", indicated in 20% of the cases; followed by "home care" and "boring" in 11% each; "went to work" and "financial problems" in 9% each; and "no goals" in 8% (Table 32). Probably it should be emphasized that these responses were a measure of perception or knowledge offered by students still in the program, not an actual index of dropout causes.

Against this catalogue of conditions which adversely affect instruction and may be regarded as normal conditions for this poverty group, it may be seen as notable, for the dimension of hope and faith connoted, that 89% consider the EOA program "worthwhile", 92% feel that it should be continued at John Adams, and 94% are hopeful about the future as a result of their experience in it (Table 27).

TABLE 1. Place of Birth

STATE	NUMBER	PERCENT	PROPORTION	RANK
California	25	27	.265	1
Louisiana	19	20	.202	2
Texas	17	18	.180	3
Mississippi	7	7	.074	4
Oklahoma	5	5	.053	5
Alabama	4	4	.042	6
Kansas	3	3	.032	7.5
Arkansas	3	3	.032	7.5
Illinois	2	2	.021	9
Mexico	1	1	.011	14
New York	1	1	.011	14
Puerto Rico	1	1	.011	14
Pennsylvania	1	1	.011	14
The Azores	1	1	.011	14
Nebraska	1	1	.011	14
South Dakota	1	1	.011	14
Arizona	1	1	.011	14
Indiana	1	1	.011	14
TOTAL NUMBER	94			

TABLE 2. Major Regions of Birth

REGION	NUMBER	PERCENT	PROPORTION
Southern States	50	53	.530
Western States	26	28	.276
Others	18	19	.191
TOTAL NUMBER	94		

In this table Southern States include Louisiana, Mississippi, Alabama, Texas, Arkansas. Western States include California and Arizona.

Negro students referred from the Department of Social Services show 60% origination in Southern States, 14% in Western States.

TABLE 3. Age Comparisons

AGE	NUMBER	PERCENT	PROPORTION
14 - 19	26	24	.242
20 - 24	15	14	.140
25 - 29	17	16	.158
30 - 39	26	24	.242
40 - 71	23	22	.215
TOTAL NUMBER	107		

Forty-six percent are thirty years of age and over.

TABLE 4. Sex Comparisons

SEX	NUMBER	PERCENT	PROPORTION
Male	51	46	.464
Female	59	54	.536
TOTAL NUMBER	110		

The sex ratio is approximately one to one.

TABLE 5. Marital Status

MARITAL STATUS	NUMBER	PERCENT	PROPORTION	RANK
Single	45	40	.401	1
Married	37	33	.330	2
Separated	18	16	.161	3
Divorced	12	11	.107	4
TOTAL NUMBER	112			

TABLE 6. Number of Times Married

TIMES MARRIED	NUMBER	PERCENT	PROPORTION
Once	67	91	.905
Twice	5	7	.067
Three	1	1	.013
More	1	1	.013
TOTAL NUMBER	74		

TABLE 7. Number of Dependents

DEPENDENTS	NUMBER	PERCENT	PROPORTION
0	30	27	.268
1	25	22	.223
2	13	12	.116
3	11	10	.098
4	10	9	.089
5	1	1	.009
6	7	6	.062
7	6	5	.053
8	5	4	.045
9	2	2	.018
10	1	1	.009
11	0	0	.000
12	0	0	.000
13	1	1	.009
TOTAL NUMBER	112		

Twenty-nine percent have four or more dependents. Approximately one half have two or more dependents.

TABLE 8. Parents Divorced?

PARENTS DIVORCED	NUMBER	PERCENT	PROPORTION
Yes	25	24	.238
No	80	76	.762
TOTAL NUMBER	105		

Approximately one fourth had divorced parents.

TABLE 9. Parents Separated?

PARENTS SEPARATED	NUMBER	PERCENT	PROPORTION
Yes	30	31	.306
No	68	69	.694
TOTAL NUMBER	98		

Approximately one third had separated parents.

TABLE 10. Do you work?

WORK	NUMBER	PERCENT	PROPORTION
Yes	22	20	.198
No	89	80	.802
TOTAL NUMBER	111		

Twenty percent have jobs.

TABLE 11. Number of Hours Per Week Worked

HOURS WORKED	NUMBER	PERCENT	PROPORTION
6	1	5	.045
8	4	18	.182
10	1	5	.045
14	1	5	.045
15	1	5	.045
20	1	5	.045
25	1	5	.045
30	2	9	.091
40	9	41	.409
60	1	5	.045
TOTAL NUMBER	22		

For the 20% who work, the mean number of hours employed per week is 27.72, and 45% of this working group are employed 40 or more hours per week. This 45% constitutes approximately 10% of the total group responding to the questionnaire.

TABLE 17. Number of Years Lived with Parents

NUMBER OF YEARS	NUMBER	NUMBER OF YEARS	NUMBER
3	1	18	14
5	2	19	10
6	1	20	6
9	1	21	9
11	1	22	3
13	1	23	2
14	5	24	1
15	7	29	1
16	13	30	1
17	21	-	-
		TOTAL NUMBER	100

The mean number of years lived with parents is 17.38. Approximately 60% lived between 16 and 19 years with parents, and over one fifth lived 20 or more years with parents.

TABLE 13. Number of Years Lived in California

NUMBER OF YEARS	NUMBER	NUMBER OF YEARS	NUMBER
1	4	17	3
2	4	18	6
3	2	19	2
4	5	20	10
5	7	21	2
6	2	22	6
7	7	23	3
8	1	24	6
9	3	25	1
10	5	26	2
11	7	27	1
12	4	31	1
13	3	38	1
14	4	40	1
15	3	42	1
16	4	TOTAL	111

The average number of years of residence in California is 16.16. Over 60% have lived in California 11 or more years.

TABLE 14. Do you Plan to Stay in California?

	NUMBER	PERCENT
Yes	90	89
No	11	11
TOTAL NUMBER	101	100

TABLE 15. Length of Time in Attendance at This School in EDA Program

NUMBER OF WEEKS	NUMBER	NUMBER OF WEEKS	NUMBER
1	1	23	5
2	2	25	2
3	6	28	4
4	4	29	1
5	2	34	3
6	4	35	1
8	9	36	2
9	1	40	4
10	1	43	1
12	16	44	5
15	2	46	3
16	6	52	8
17	1	72	1
20	3	TOTAL NUMBER	98

Approximately 50% have been in attendance 15 weeks or more. Approximately 25% have been in attendance 9 months or more.

TABLE 16. Number of Years in Elementary[1] School

NUMBER OF YEARS	NUMBER
0	1
1	0
2	1
3	3
4	4
5	7
6	18
7	7
8	50
9	13
TOTAL NUMBER	104

Fifteen percent did not attend school a full six years; 67% attended school more than six years. Approximately 70% claimed graduation from elementary school. The mean grade is 6.61.

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[1] The questionnaire did not differentiate between elementary and junior-high grades.

TABLE 17. Number of Years Attendance in High School

NUMBER OF YEARS	NUMBER	PERCENT
0	20	.23
1	16	.18
2	17	.20
3	15	.17
4	13	.15
5	1	.01
6	4	.05
7	1	.01
TOTAL NUMBER	87	

Over 60% attended two years or under two years of high school, including no attendance whatsoever. The group claiming no attendance constituted 23%; of the group attending, 38% attended two years or under. No member attended college, and 86% did not graduate from high school, although 8% attended for more than 4 years. Fourteen percent claimed graduation from high school.

The mean attendance is 2.79 years.

TABLE 18. Did You Ever Have Special Schooling?

	NUMBER	PERCENT
Yes	25	.22
No	84	.78
TOTAL NUMBER	109	

TABLE 19. Type of Special Training

TYPE OF TRAINING	NUMBER
Beauty Culture	2
Rugs & Bed Spreads	1
Food	1
Tutored	2
Painting	1
Nurses Aid	2
Dietician	1
Building Construction	1
Mechanic	4
Refrigeration	1
Mess Steward	1
Sewing	1
Business	2
Military	2
TOTAL NUMBER	22

Conclusions drawn from other questionnaire data not tabled as well as from data here tabled are that 50% were in special training programs for one year or under; over two thirds, for two years or under.

TABLE 20. Attitude Toward Subjects Taken in School

E.S.[1]	NUMBER	PERCENT	H.S.[1]	NUMBER	PERCENT
Math	37	37	Math	52	49
English	32	32	English	27	25
Reading	18	18	Spelling	9	18
Social Science	9	9	Reading	8	8
Science	2	2	Social Science	8	8
Typing	2	2	Writing	2	2
TOTAL NUMBER	100			106	
M.E.[1]	**NUMBER**	**PERCENT**	**L.E.[1]**	**NUMBER**	**PERCENT**
Math	48	47	Math	22	36
English	37	36	English	15	25
Reading	13	13	Social Science	13	21
Social Science	13	13	Reading	7	11
Typing	2	2	Spelling	5	5
Science	2	2	Writing	1	2
TOTAL NUMBER	102			61	

Some perplexing significance attaches to the fact that mathematics appears uniformly as the easiest subject, the hardest, the most enjoyed, and the least enjoyed. That English appears uniformly in second rank may also be significant, but, since in scattered lower rank students have indicated "subjects" which are traditionally a part of English, the uniformity is distorted, more apparent than actual.

Note the tendency to leave "L.E." blank or unanswered. Perhaps this question constituted a threat of disparagement.

The rank correlation for "E.S." and "M.E." is perfect, which may be regarded as natural since ease of performance and pleasure in performance are usually found together. Because so many students declined to respond to the "L.E." category, a comparison between "H.S." and "L.E." is not warranted.

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[1] "E.S." means easiest subject; "H.S." means hardest; "M.E." means most enjoyed; "L.E." means least enjoyed.

TABLE 21. Where Do You Plan to Go from Here?

	NUMBER	PERCENT
More Schooling	49	40
Work	48	39
On-the-job training	24	19
Military	3	2
TOTAL NUMBER	124	

In supplement to this table, 95% answered affirmatively to the question "Do you plan to complete your EOA schooling?" Almost 52% felt they had the ability "to go to college."

TABLE 22. Following is a Breakdown of the Type of Work They Eventually Wanted to Do.

WORK	NUMBER	PERCENT
Nursing	20	24
Business	12	15
Office	8	10
Mechanic	7	9
Electronics	4	5
Civil Servant	3	4
Doctor	3	4
Charity	2	2
Teaching	2	2
Mail Man	2	2
Cook	2	2
Salesman	2	2
Poultry	2	2
Architect	2	2
Upholstry	2	2
Beauty Operator	2	2
Janitorial	2	2
Bookkeeper	1	1
Real Estate	1	1
Policeman	1	1
Social Worker	1	1
Modeling	1	1
TOTAL NUMBER	82	

In consideration of the fact that approximately one half of the group is female, there seems to be a high interest in nursing.

Approximately 70% of the occupations listed require college training.

TABLE 23. Why Did You Enroll in EOA Program?

REASON	NUMBER	PERCENT
Learning	44	48
Diploma	33	36
Recommended	10	11
Better Job	5	6
TOTAL NUMBER	92	

Eighty-four percent offer reasons specifically connected with education.

As supplement to this table, there was a 50% response of a change in occupational goal since enrollment in the EOA program.

TABLE 24. Do You Find It Difficult to Communicate Your Ideas to Teachers in School?

	NUMBER	PERCENT
Yes	14	18
No	64	82
TOTAL NUMBER	78	

TABLE 25. Are Tests Given in School A Fair Measure of Your Achievement?

	NUMBER	PERCENT
Yes	75	69
No	33	31
TOTAL NUMBER	108	

In supplement to this table, 28% reported that they felt they had abilities not measured by school tests. Ten percent felt that there was too much testing in school; 22%, that there was not enough. Twenty-two percent also indicated that tests were occasionally, rarely, or never corrected and returned.

TABLE 26. Activities Which Take Up Time Outside of School

ACTIVITIES	NUMBER	PERCENT
Family Care	54	58
Job Hunting	9	10
Sports	9	10
Clubs	6	6
Music	4	4
Mechanic	4	4
Learning	3	3
Church	2	2
Sewing	1	1
Jewelry-making	1	1
TOTAL NUMBER	93	

Family care and job-hunting account for over two-thirds of the out-of-school activity-time of the group. Even so, 64% reported that they had a hobby, and of this group 45% engaged in arts and crafts.

TABLE 27. How Worthwhile Has the EOA Program Been to You?

	NUMBER	PERCENT
Very Worthwhile	85	79
Fairly Worthwhile	11	10
Not Worthwhile	6	5
Waste of Time	6	5
TOTAL NUMBER	108	

Responses not tabled yield the data that 92% feel that the EOA program at John Adams should be continued, 88% would voluntarily attend classes if they were to be continued, and 94% are hopeful about the future as a result of the EOA program.

TABLE 28. How Subjects Rated Class Work

RATING	NUMBER	PERCENT
Too Easy	13	12
Too Hard	6	6
About Right	86	82
TOTAL NUMBER	105	

Responses to questions not tabled indicate that 81% had time to do homework and approximately 80% would do homework if it were requested or required. Ten percent claimed that they did not know how to take notes in class.

TABLE 29. Length of Time Out of School Before Starting EOA Program

TIME	NUMBER	TIME	NUMBER
Less than 2 months	7	17	1
Less than a year	11	18	4
1	5	19	3
2	3	20	3
3	2	21	1
4	2	22	1
5	2	23	1
6	5	25	6
7	3	26	1
8	4	27	2
9	1	29	1
10	4	30	1
11	3	31	1
12	4	33	1
13	3	34	1
14	1	35	3
15	2	58	1
16	1	TOTAL NUMBER	99

Eighteen percent have been out of school less than one year. Almost one-third have been out of school five years or under. Almost 50% have been out of school ten years or under. Almost 50% have been out of school ten years or more. Approximately 25% have been out of school nineteen years or more.

TABLE 30. Foreign Languages Known Well

LANGUAGES	NUMBER
Spanish	14
Chinese	2
French	2
German	2
Portugese	1
Tagalog	1
TOTAL NUMBER	22

Approximately one in five know a foreign language well, and of this group 64% know Spanish.

TABLE 31. How Long It Takes to Get to School

MINUTES	NUMBER	PERCENT
5	3	3
10	6	6
15	11	11
20	14	14
25	4	4
30	14	14
35	2	2
40	3	3
45	8	8
50	1	1
60	26	26
75	5	5
85	1	1
90	1	1
120	1	1
135	1	1
TOTAL NUMBER	101	

The average time required to get to school is approximately forty minutes. While approximately 50% get to school in a half hour or less, 35% require one hour or more.

TABLE 32. What Do You Feel is the Main Reason Some of Your Classmates Leave School?

REASON	NUMBER	PERCENT
Home Cares	10	11
Other Schooling	1	1
Went to Work	8	9
Failing	18	20
No Credit	1	1
Boring	10	11
Illness	1	1
Financial Problems	8	9
No Payments	1	1
No Goals	7	8
Too Easy	2	2
No Comment	24	26
TOTAL NUMBER	91	

The biggest reason reported for leaving the EOA program is failure, accounting for one in five.

TABLE 33. Expenses in Order to Attend School

EXPENSES	NUMBER	PERCENT
Car Operation	11	19
Baby-sitter	33	56
Time off from Work	9	15
Others	6	10
TOTAL NUMBER	59	

TABLE 34. At What Type of Work Have You Made the Most Money?

TYPE OF WORK	NUMBER
Painter	4
Domestic	14
Youth Corps	1
Truck Driver	1
Clerk	6
Mechanics	2
Pressing	1
Janitorial	2
Waitress	5
Food Handling	1
Handyman	1
Nursing	4
Contractor	3
Upholstery	1
Bell Hop	1
Warehouseman	5
Policeman	1
Armed Forces	4
Railroad	1
Longshoreman	1
Gardener	1
TOTAL NUMBER	58

Approximately one-fourth earned the "most money" doing domestic work. From other questions is derived the information that approximately 9% are taking some training other than EOA basic education, approximately 80% have been employed at one time or another, and, of this latter group, 64% have been employed full time.

TABLE 35. State or Nation Lived in Before Coming to California

STATE	NUMBER	STATE	NUMBER
Texas	17	Michigan	2
Louisiana	14	Philippines	2
Mississippi	6	Wisconsin	1
Kansas	4	Tennessee	1
Alabama	4	Indiana	1
Colorado	3	Georgia	1
Illinois	3	Mexico	1
Nebraska	2	Portugal	1
Arkansas	2	Trinidad	1
Missouri	2	Puerto Rico	1
Arizona	2	Germany	1
Oklahoma	2	TOTAL NUMBER	74

Prior to entering California, approximately 60% came from a southern state and 50% came specifically from Texas, Louisiana, and Mississippi. Seven percent each came from states contiguous to California and from foreign countries.

TABLE 36. With Whom Respondent Came to California

	NUMBER	PERCENT
Self (Alone)	26	32
Parents	21	26
Relatives	8	10
Brother or Sister	7	9
Friends	4	5
Other	16	20
TOTAL NUMBER	82	

Forty-five percent came to California with relatives; nearly one third came alone.

TABLE 37. Means of Transportation to California

TRANSPORTATION	NUMBER	PERCENT
Train	28	38
Car	20	27
Bus	16	22
Plane	9	12
TOTAL NUMBER	73	

TABLE 38. Number of Relatives Who Followed to California

NUMBER OF RELATIVES	NUMBER
1	6
2	4
3	7
4	4
5	1
7	11
8	2
10	2
11	1
TOTAL NUMBER	38
TOTAL NUMBER OF RELATIVES	108
MEAN	4.74

Of the respondents followed by relatives the average number of relatives following was almost 5 (4.74). Of all respondents, 46% were followed by relatives, and over two thirds (73%) of all respondents were preceded by relatives to California.

In this total group there appears a pattern of consanguinity or clan in the larger pattern or continuum of geographic mobility.

TABLE 39. States Other than California to Which Close Relatives Went

STATES	NUMBER	STATES	NUMBER
Illinois	7	Nebraska	1
New York	7	Minnesota	1
Michigan	7	Oregon	1
Missouri	3	Virginia	1
Texas	3	Wisconsin	1
Pennsylvania	2	Washington	1
Ohio	2	Georgia	1
Arkansas	1	Washington, D. C.	1
Colorado	1	New Jersey	1
TOTAL NUMBER			42

Of this approximate one-third of the total group with relatives going to states other than California, 50% of these relatives went to Illinois, New York, and Michigan.

TABLE 40. Main Reason Given for Coming to California

REASON	NUMBER	PERCENT
Parents	12	44
Employment	11	40
Education	3	11
Marriage	1	4
TOTAL NUMBER	27	

Note the unusually low number responding.

TABLE 41. Comparison of Age and Dependents

DEPENDENTS	16-19	20-24	25-29	30-39	40-over	TOTAL
0	11	2	1	3	3	20
1	5	7	3	4	5	24
2	1	3	4	3	1	12
3	0	1	2	4	4	11
4	0	1	3	1	4	9
5	0	0	0	1	0	1
6	0	0	2	2	0	4
7	0	0	0	4	1	5
8	0	0	1	2	2	5
9	0	0	1	0	1	2
10	0	0	0	1	0	1
13	0	0	0	1	0	1
TOTAL NUMBER	17	14	17	26	21	95
DEPENDENTS TOTAL	7	20	58	110	67	
DEPENDENTS AVERAGE	1.16	1.66	3.62	4.58	3.72	

While 21% of the group have no dependents, approximately 30% have four or more. The average number of dependents for total group is nearly three (2.94). The highest number of dependents (4.58) are with respondents in age group 30 to 39.

TABLE 42. Comparison of Sex and Age

	AGE					
SEX	16-19	20-24	25-29	30-39	40-over	TOTAL
Male	15	5	5	8	15	48
Female	11	10	11	18	7	57
TOTAL NUMBER	26	15	16	26	22	105

For ages 20 through 39 there are more than two females for every male; conversely, for ages 40 and over, there are more than two males for every female. For the total group the ratio of females to males is 1.19 to 1.

Males under 20 are 31%; females, 19%. Sixty-eight percent of females are ages 20 to 39, whereas males are only 37% in the same age group.

TABLE 43. Marital Status and Age

	AGE					
MARITAL STATUS	16-19	20-24	25-29	30-39	40+	TOTAL
Married	2 (8%)	1 (8%)	4 (24%)	13 (50%)	15 (68%)	35 (34%)
Divorced	0	0	4 (24%)	4 (15%)	2 (9%)	10 (10%)
Single	24 (92%)	8 (62%)	2 (12%)	3 (12%)	1 (4%)	38 (37%)
Separated	0	3 (23%)	7 (41%)	4 (15%)	4 (18%)	18 (17%)
Widowed	0	1 (8%)	0	2 (8%)	0	3 (3%)
TOTAL NUMBER	26	13	17	26	22	104

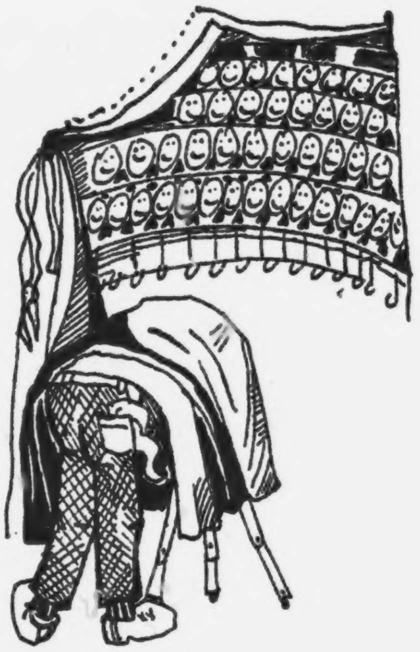
For ages 25 through 29, 65% are divorced or separated, contrasted to 28% divorced or separated in the total group.

TABLE 44. Causes of Absence for Current EOA Classes

CAUSES	NUMBER OF DAYS	PERCENT
Student Illness	384	42.5
Medical & Dental Appointment	145	16.0
Family Illness	95	10.5
Personal Business	91	10.0
Baby-sitting/child care	31	3.3
Child Care Center	25	2.7
Housing Authority Appointment	21	2.3
Court Appearance	17	1.8
Employment Interview	16	1.7
Department of Social Services Appointment	13	1.5
Youth Guidance Center	10	1.1
Death in Family	5	.5
Undetermined	49	5.4
TOTAL NUMBER OF DAYS	903	

Approximately 50% of all reported absence is illness-connected.

THE TOTAL GROUP



Clarification should be made of certain conditions and practices in the testing program of EOA basic education in John Adams Adult School. Otherwise, the tables in this section, with scope greater than those elsewhere in the study, may be accorded undue import.

As noted earlier in this study, the screening tests administered by the Department of Social Services to the first candidates for the basic education program were conducted by a psychometrist. Thus, the scores derived from these tests (California Achievement Test, Intermediate Battery) were taken at due value. But since May, 1965, students newly enrolled in the program, while given the appropriate battery of the same test, were required to take the test in a physical setting detrimental to the reliability of test results.

This setting, except on the occasions of full group testing, was the administrative center of the program, a room in which competing stimuli were continually present. One or two clerks, the administrative head of the program, and a counselor characteristically carried on their respective duties during the testing, with the duties of the counselor including some activities not at all related to the testing under way. The room, like a reception chamber, had in it often a procession of visitors: students, teachers, other officials from interested schools, bureaus and departments. Their conversation joined with the noise of telephone, typewriter, calculator and teaching machine, in a congested area often filled with human movement, could not be viewed as a body of influence leading to reliable test results.

Conditions other than the setting, however, were factors in error insofar as test results are concerned. After the launching of the program, typically a student about to enroll was given an achievement test battery without the prescribed time limits on either its three major divisions or its sub-sections. This suspension of test conditions was conceived as giving the student a full opportunity "to show what he really knew," and, thus, better to "place him where he really belonged." Among the many drawbacks of administering a "time-test" as a "power-test" it may be assumed that, so long as future tests were given, as they were, under time-limitations, the later scores, or, putting it in an instructional framework, a lesser achievement for the interval the students were under instruction.

Perhaps this error in test administration should not be regarded as grievous, in that no adult norms are available for this test (California Achievement Test). For measure of improvement with internal reference only, i.e., the exclusive and relative grade-placement of students in EOA basic education, the test, it is offered, should still be administered uniformly under the conditions set forth by the authors. The absence of adult norms for this test will be considered in a broader context under the recommendations presented at the conclusion of this study.

"Practice effect" is surely reflected in the tabled scores which follow. The frequency of testing, while not here quantitatively projected, is such that the "learning" of the test itself must be entered as a factor influencing the scores of some students.

In this exposition of the adverse conditions of testing, no derogation of the licensed personnel involved is implied. The physical limitations of space, the limited resources of staff, and the tempo and momentum of events required improvisation in many situations. Once the program was initiated, the day-to-day choices offered little latitude about conditions under which activities might be carried on; the choice often was between carrying on an activity under poor conditions or not carrying it on at all. Naturally, this "dynamic of inevitability" demands an arrestment whenever reflective thought detects a fault in operation and the opportunity to correct it.

TABLE 1. Comparison[1] of Entering CAT Scores with Last CAT Scores for Male EOA Group Currently Enrolled

SUBJECT	NUMBER	FIRST MEAN GRADE	LAST MEAN GRADE
Arithmetic	35	5.64	6.63
Language[2]	35	4.71	5.38
Reading	39	5.11	5.62
TOTAL NUMBER	109		

Advances are evidenced in all three areas. The greatest progress seems to have taken place in arithmetic, where nearly a full grade is indicated, +.99. Well over a half grade improvement is shown in language, +.67, and approximately a half grade in reading, +.51.

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[1] Comparisons are among those males who had taken two or more tests; the time interval between tests was not controlled. This is a test-retest situation. In many instances, several tests had been given, but only the first and last were considered, not high and low scores. Reliability control was absent in test-retest situation. Interpreting the differences in CAT means as a measure of academic achievement would be questionable. Moreover, in many instances two, three, or more retests may have intervened between first and last test; hence practice effects may have contributed significantly to means differences.

[2] "Language" in the CAT test is composed of the following test subdivisions: capitalization, punctuation, word usage, spelling.

TABLE 2. Comparison[1] of Entering CAT Scores with Last CAT Scores for Female EOA Group Currently Enrolled

SUBJECT	NUMBER	FIRST MEAN GRADE	LAST MEAN GRADE
Arithmetic	42	6.06	6.96
Language	43	5.86	6.96
Reading	44	6.02	6.74
TOTAL NUMBER	129		

Advances are also recorded for females in all three areas. The greatest progress seems to have taken place in language, where over a full grade is indicated, +1.10. An improvement of nearly a full grade is shown in arithmetic, +.90, and almost three-fourths of a grade in reading, +.72.

Relative to Table 1, females showed achievement in language of nearly a half grade over males (+.43); in reading, nearly one-quarter grade (+.21). In arithmetic, difference is negligible.

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[1] Same qualifications apply for these data as for those in Table 1, given in footnote.

TABLE 3. Comparisons[1] of Entering CAT Scores with Last CAT Scores for Male EOA Group Not Currently Enrolled

SUBJECT	NUMBER	FIRST MEAN GRADE	LAST MEAN GRADE
Arithmetic	15	6.37	6.97
Language	15	4.95	7.02
Reading	14	5.98	7.62
TOTAL NUMBER	44		

Rather marked advances are recorded in two of the three areas. The greatest achievement index is in language, where over two full grades are indicated, +2.07. An improvement of more than a grade and a half is shown in reading, +1.64, and of more than a half grade in arithmetic, +.60.

Relative to the next table, Table 4, it may be noted here that males recorded achievement in reading of (+.48) approximately a half grade over females, in language, three-quarters of a grade (+.79). Conversely, females showed achievement of approximately a half grade over males in arithmetic (+.49).

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[1] The same qualifications apply for these data as for those in Table 1, given in footnote.

TABLE 4. Comparisons[1] of Entering CAT Scores with Last CAT Scores for Female EOA Group Not Currently Enrolled

SUBJECT	NUMBER	FIRST MEAN GRADE	LAST MEAN GRADE
Arithmetic	27	6.23	7.32
Language	24	5.92	7.20
Reading	25	6.27	7.41
TOTAL NUMBER	76		

Here the achievement index in language is slightly above one-and-one-quarter grades (+1.28); in reading, above one grade (+1.16); and in arithmetic, above one grade (+1.09).

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[1] The same qualifications apply for these data as for those in Table 1, given in footnote.

TABLE 5. Entering CAT Grade Scores for Current Group in EOA Basic Education, Segregated by Sex

	MALES		FEMALES	
SUBJECT	NUMBER	MEAN GRADE	NUMBER	MEAN GRADE
Arithmetic	66	4.96	71	5.97
Reading	66	5.17	75	5.87
Language	70	5.74	71	5.91
TOTAL NUMBER	202		217	
MEAN AGE		29.02		28.29

The mean age for each sex group is remarkably close; the numbers in each are relatively equal.

No unusual differences exist between the sexes with reference to their mean grade placement on entrance. The total mean CAT grade for males is 5.29; for females, 5.91. Thus the females showed somewhat over a half grade advancement over the males upon entrance (+.62). More precisely, in arithmetic the females scored a grade higher (+1.01); in reading, almost three-quarters of a grade higher (+.70); and in language, nearly two-tenths higher (+.17). It may be noted with reference to Tables 1 and 2 that during the course of instruction the relative recorded differences between the sexes in arithmetic were largely removed.

TABLE 6. Attendance Breakdown According to Grades Completed in Previous Schools for Group Attending EOA from May 17, 1965, to January 17, 1966

	LANGUAGE		ARITHMETIC		READING	
GRADE	NUMBER	A.H.[1]	NUMBER	A.H.	NUMBER	A.H.
1 - 6	28	193.42	26	129.65	9	172.40
7 -12	76	113.47	81	95.44	69	96.72
TOTAL NUMBER	104		107		78	
A. H. DIFFERENCE		80.73		34.21		75.68

Students who completed sixth grade or less before enrollment in EOA basic education show on the average a far greater number of hours in attendance than students who completed grades higher than sixth. The differences shown are all in favor of those completing grades one to six over those completing grades seven to twelve.

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[1] Average hours

MOTIVATION

Perhaps no aspect of the basic education program presents itself with such frequency, in so important a light, and under such baffling guises as motivation. For example, it can be noted that attendance is down on the first and fifteenth of the month, when "Welfare" checks are regularly received by recipients; but, while on those days their motivation toward such goals as economic competence is inoperable in an educational framework, their attendance at their mail-boxes gives evidence of strong motivation in an area of proved economic competence.[1] In apparent contrast, it can be noted that when money allowances to defray costs of baby sitters were suspended, as they were in June, 1966, only 15 affected students dropped out, even though many others who stayed asserted that they could not afford the additional costs.[2] Is their pecuniary motivation short-range or long-range? Is it both? Is it confused, as, in fact, societal values generally in this area are confused?

Evidences of installment buying that are tantamount to a description of a disease, or a neurotic compulsion, can be placed alongside clear expressions of social health in such a study as that released by the California

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[1] A frequently offered explanation of absence in this connection is the possibility of theft of the welfare check, an event of understandably dire consequences.

[2] Department of Social Service data show 44 students receiving AFDC assistance at the end of May, 1966.

State Department of Employment in March, 1966.[1] More than nine thousand unemployed persons were polled on their felt need of occupational training and their readiness to take that training. In an ethnic breakdown, "Negroes had a significantly higher percentage (68 percent) who would accept training than any other ethnic group. This percentage was followed by 54 percent for Mexican Americans...[2] About 77 percent of all...who would accept training would accept it in other than their present occupation."[3]

This readiness for self-improvement, previously touched on in aspects relating to the school setting and staff, appears clearly to qualify the students in the basic education program. But it is in less peripheral, more idiocentric expressions of motivation, removed from concerns of the marketplace, that the motivational picture becomes obscure or, at best, lit only by livid flashes.

As noted earlier (pp. 5, 6) the physical setting of John Adams Adult School appeared to have exerted an energizing influence upon the students, tending to draw out of themselves and into salutary interaction among themselves and with their teachers. It may be that this environment helped only to remove some motivational blocks in the way of social expansiveness rather than educational achievement. An intensive analysis[4] of a continuing questionnaire conducted by a teacher[5] of English in the program produces a dim figure of the anomie increasingly prevalent in contemporary society, according to reputable spokesmen for the social sciences. The basic education student emerges in outline as an inwardly preoccupied person, largely removed from influences of the mass media and the aspirations of the more dominant socio-economic classes. Although he seems disposed to defer to authority, he does not manifest any image of himself that is more than minimally shaped by society, and this image has virtually no projection into the future. The student here presented seems a far from realized human, yet it may be noted that, however emaciated his drives or shrunken his values may be, he is, thereby and in that degree, freer to opt for new and larger goals. He may be the more adaptable. He may have a larger potential for a variety of compatible success images.

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[1] ________State of California Department of Employment, Report 620 #2, Research and Statistics, January 7, 1966, 22 pp.

[2] Op. cit., p. 1.

[3] Op. cit., p. 3.

[4] Appendix D, p. 146.

[5] Mr. Gordon M. Howell, EOA Basic Education, John Adams Adult School, San Francisco.

In line with this hypothesis, there was vividly embodied in the Christmas Party of 1965,[1] held a mere seven months after the program started, a freedom of option, an initiative, a breadth of participation, and a living up to social ends or identities not even adumbrated in the returns of the foregoing questionnaire. That the deviant respondents may be the creative agents of group change and development, that ordinarily explicit instruments of inquiry and response do not yield the character of the reality to which they are addressed in this particular community, these are two further hypotheses pressed upon the investigator as he reacts to such a phenomenon as the Christmas Party.

Conceived in entirety by the students, organized and arranged by them in its numerous aspects from fund-raising to clean-up, with such functions as gift-purchases, decorations, and hostess-line in between, this affair drew into direct participation no fewer than a score of the group members. Indirect participation also was high, when money contributions for the purchase of gifts is taken as index, let alone such intangibles as are attested to by many participants and professionally qualified witnesses. Passivity was detectable nowhere. How the money for the party was amassed just before Christmas from the shrunken pocketbooks of this community with so many children must be judged a most remarkable if inscrutable demonstration of motivation. Within the calendar and the logistics requirements of the affair, it presents itself as a strong display of goal-oriented group behavior, well-knit and premeditated. In its phased ramifications it exhibits at points exquisite sensitivity to social considerations.

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[1] Appendix E, p. 150, is a report of the chief participants and events of this occasion.

In a probe of the dynamics of group behavior, two personality tests, the Johnson Temperament Analysis and the California Test of Personality,[1] were administered in May, 1966, to a random selection of these basic education students. Each of these instruments was employed with a group of twenty students, at a time when the active enrollment in the program was down to 78. The manner of selection of the members of the experimental group, their proportion of the total student group, and their more pronounced deviations from the norms in certain categories give grounds for conjecture about some aspects of group personality structure.

The Johnson Temperament Analysis (JTA), which provides separate norms for male and female, yields some interesting contrasts and one striking comparison. The comparison is in the category of "subjective" where male is recorded at 75%, female at 76%, both remarkably high. How can a poverty group fail to be subjective? Cannot group subjectivity, almost by definition, be understood as a condition of life outside the main stream of American culture? May not this "subjective" be in the process of becoming, or even be now, "objective" for this group? And what may this process portend? By way of illustration, if a group blames others for its failures, a presumptive symptom of subjectivity, and in its sub-culture this attitude becomes explicit and hardens, all the while evidence accumulates which is embarrassing to the "others" who are blamed, may not this "subjectivity" successfully challenge the place of the dominant "objective" criterion? An examination of recently enacted federal law does in fact suggest that several objective criteria, as they pertain to equity, have already been altered. The JTA, like any personality test with categories molded by culturally approved modes of thought and feeling, can have numerous indices which are subject to rapid obsolescence in a period of cultural flux and turmoil.[1]

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[1] California Test of Personality, Thorpe, Louis P.; Clark, Willis W.; Tiegs, Ernest W.; McGraw Hill Book Company.

Johnson Temperament Analysis, Johnson, Roswell H.; McGraw Hill Book Company.

See Appendix F, p. 154 for tabulation of categories and percentiles of response.

In the JTA sex contrasts, next above "subjective" at the seventy-sixth percentile, females score the highest, 79%, in "depressed", where males score not so conspicuously above average at 64%. This fifteen percentile sex difference is nearly doubled in the 29% differentiating the sexes in

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[1] The major divisions of the JTA, male and female, may themselves be outmoded. From the tables in Appendix F it may be noted that in a comparison of the JTA category "nervous" with the CTP category of "nervous symptoms" the JTA combined percentile is approximately 62 as against the CTP of 25. Since the JTA norms are more than twenty years old and rest in part, on a sex difference which in recent decades has been narrowed in this area, the investigator may wonder at the validity of the criteria in this sexually split category. This, without necessary attribution of superior validity to the CTP or presumption of warrant of serious criticism in the weight of returns in the subject test situation.

"self-mastery", where the females stand at the seventy-fourth percentile, the males at the forty-five. In extreme ranking for either sex with a clear differential present there remains the highest rank recorded, 86% for males in "critical", with 74% for females. Among the remaining categories with contrast present, females scored 9% higher than males in "sympathetic", 10% higher in both "cordial" and "aggressive", and 12% higher in "active". In all of these categories the females also scored above the norms.

In speculation first about the extremes for both sexes, a significant motivational link may obtain between the "subjective" and the "critical", especially if, as noted in illustration, there may be implicit in the "subjective" a strain of complaint, protest, or even disaffection. So also, then, the linkage to the "depressed", the highest percentile recorded for females, with males also well above average. If a strong, pervasive feeling exists that there is something wrong in life situations, and if the wrong does not admit to rectification, then depression would be an essentially human response.

Now when these hypothetical linkages are set in conjunction with the higher scores of females in "self-mastery", "aggressive", "active", "sympathetic", and "cordial", which average at 59%, in aggregate 14% higher than for the males, a motivational potential is connoted for the females which makes probable their fuller constructive use of all opportunities to alter life to their ends. That this sexual attitude, indeed, does exist would provide some sort of explanation of the marked advancement of females over males as reflected in achievement-test scores presented in earlier sections of this study.[1]

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[1] pp. 22-23, Tables 8 and 9. Also, pp. 78-79, Tables 1, 2.

With attention now turned to the California Test of Personality, it will be seen that, apart from the "nervous symptoms" score which seems to be canceled by the JTA "nervous" scores,[1] only two widely deviant scores are recorded.[2] These two deviant scores are in the respective categories of "sense of personal freedom", where the group scored at the twenty percentile, and of "feeling of belonging", scored at the twenty-five percentile. Against both of these unusually low scores there can be matched only one recorded above the average. That is a sixty percent in "sense of personal worth".

In the highly simplified personality structure here glimpsed, there is imparted nonetheless a sense of deep stress. It is as though through these scores this group is asserting that, while it lacks the means to make meaningful decisions and lacks a community that cares what happens to it,[3] still it has a meaning and a value for itself. The scores seem an assertion of group dignity, not very strong or confident, in the face of a declared poverty of evidence of, and emotional support for, that dignity. One may sense it as touchingly pathetic because it is at once honest and brave in a profession of weakness that is almost vindicated by the spirit of the declaration. Perhaps needless to say, no awareness of group consciousness by the group is presumed in these remarks.

Reference to statistical findings in earlier sections of this study and correlation with the deviant scores of the JTA provide confirmatory glimpses, broaden and deepen the picture, and, by inference delineate motivational centers. One may consider the implications of the facts that while nearly ninety-one percent of the total group were married at least once, sixty-seven percent are now single, separated, or divorced,[1] that the divorced and separated members of the group record conspicuously the highest attendance in class,[2] that members with dependents show improving attendance as the number of dependents progresses from one to four,[3] that almost seventy-three percent of the total group have one or more dependents,[4] that the oldest members and presumably, therefore, the members with the greater number of dependents, show both the highest attendance and the lowest grade completed in school during their youth,[5] that two thirds of all absences from school are in some manner related to the health of the student or of a member of his family,[6] that this ethnically mixed group has a 27% higher concentration of residence in the "ghetto" areas of San Francisco than has the general Negro population,[7] that in addition to attending school an average of thirty hours a week, twenty percent of the total group are gainfully employed for an average of approximately twenty eight hours per week,[8] that an estimated sixty percent of the time remaining to the total group from that spent in school, on the job, in sleep, in travel time between and among school, residence, and place of employment, is spent in family care.[1] How, then, taking the immediately foregoing into account, can one explain the facts that ninety-four percent of the total group are hopeful about their future as a result of the EOA basic education program[2] and that ninety-five percent plan to complete it?[3] How, except through the inference that forces of attraction, or need, or desperation are indeed very strong and enduring? Even such a minor statistical finding that fifty percent have changed their occupational goal since entering the basic education program[4] attests to a motivational shift or drive of consequence. It suggests, also, an altered concept of self for the students recording the change, about which, more, later.

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[1] See footnote, p. 88.

[2] Op. cit., Appendix F. p. 154.

[3] Both of these ingredients are commonly accepted essentials to a feeling of personal worth.

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[1] Tables 5, 6, p. 43.

[2] Table 4, p. 18.

[3] Table 5, p. 19.

[4] Table 7, p. 44.

[5] Table 12, p. 26 and Table 12A, Appendix C, p. 132.

[6] Table 16, p. 30.

[7] Table 17, p. 31.

[8] Table 11, p. 46.

This dim, analytical outline of implied motivation in the preceding paragraph may be laid on the salient findings of the personality tests, like a tracing on a crude map, for possibly improved perspective. The JTA presents the peaks of "critical", "subjective", and "depressed", and the CTP adds the hollows of "sense of personal freedom" and "feeling of belonging". Both in personality structure and in motivation it would appear quite harmonious that persons who find fault with life, judge its shortcomings in personal terms, and, feeling that they have been denied the means to cope with life situations, sink into dejection and pessimism should likewise be persons who feel like outcasts without means to alter their condition. In a sense, the two tests tend to complement and corroborate each other, and they limn the features of a personality that is, indeed, integrated, if not integrated in the healthful sense which psychologists usually employ the term.[1] The somber topography of this personality is relieved to an extent by the very modest elevations of the "sense of personal worth", the sexual composites of "aggressive" and "self-mastery", which last is also unmistakably a female peak.

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[1] Table 26, p. 58.

[2] Table 27, p. 59.

[3] Table 21, p. 54. Also, it should be noted that June 22 to 24 approximately 30 students "graduated" into the regular summer high school program--at least undertook an experimental enrollment, under guidance, in regular high-school courses.

[4] Table 23, p. 56.

These salutary features, it is submitted, in light of the overall description of the group presented in this study, should not be evaluated in potential as minimally as their percentiles are actual. Particularly in light of the tables cited in motivational connection, the group would appear to be availing itself of every opportunity, coping heroically with a nearly dessicated environment from which can be wrung only the thinnest nourishment--physical, social, and psychic. All of the environmental conditions of psychic stress are present. Frustration would seem either to threaten, or to issue from, even the smallest human enterprise--like having no bus-fare or baby-sitter when a job-interview is offered. That the behavior of the group is prevailingly constructive (expansive toward personal and social goals) rather than neurotic (self-defeating and with dear social loss) is a matter for wonder. A contrast is here implied: What the tests say, except for a background undertone, is to almost all appearances denied by life behavior, where the undertone swells forward in full chorus. It is in response to this sense that several personal documentaries are presented in the following section of this study.[2]

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[1] This group personality portrait is similar to that derived from the questionnaire cited on p. 85.

[2] See p. 98 ff.

A sketch of motivation has been the aim of this section of this study, and motivation is a term the scientific definition of which still awaits agreement. When questions important to this study presented themselves, e.g., "What brought the students to John Adams Adult School? Why did they continue to come? What caused them to progress or change?" Inevitably motivation became the matter of inquiry. It was almost as though an opaque term substituted itself for the relative clarity of the questions. But not entirely. For in the baffling array of behavioral manifestations ranging from the quest for identity through a great variety of altruistic or gregarious pursuits to the drives of "skin-surface hedonism",[1] the disciplines associated with the term dictated a look beyond and beneath the superficialities of cause and effect. A special appeal was exerted by a broad social psychology which, as Campbell[2] puts it, shows "in both man and termite motivational dispositions furthering group life and reflecting its advantages" or shows "the termite to share whatever nobility it ascribes to man." Moreover, no narrower view seemed justified when, in our urban civilization, progress toward the goal of general social competence appears so crucial to the survival of a democratic community.

Goal-oriented behavior in the classic framework of the pleasure-principle, or the dichotomy of rewards and punishments, does not reveal its secrets under simple analysis. The simple analysis begs the question. What alone seems clear is that the analysis rests on a faulty or inadequate appraisal of man. When a jobless father deserts his family, does he feel his action clears the way for his wife and children to get a welfare allowance? Does he feel relief in the abandonment of responsibility? Does he feel more hopeful of employment in his freer condition? Is he leaving in revulsion from the image of himself as a drag and a derelict in the eyes of his wife and children? Or in his own eyes? Let him be viewed as he stands in the dark of night, just before leaving, looking down at his sleeping wife and children. Or, in another case, brooding on a bar-stool in a neighborhood tavern. What is he thinking and feeling? How can his moment of decision, his "moment of truth", be illuminated by analysis under a pleasure principle? By what means can his rewards be differentiated from his punishments? And if they were so to be, would his motivation be any clearer? Not all choices, to be sure, are so complex in motivation, but it is in complex motivation, surely, that man becomes most human. When he is most human he is a social being who is both self-denying and self-affirming, a bit of one even when he is dominantly the other, all the while he is self-realizing.

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[1] Campbell, Donald T., "Ethnocentric and Other Altruistic Motives" in Nebraska Symposium on Motivation 1965, David Levine, Editor, University of Nebraska Press, Lincoln, 1965, p. 285, "...skin-surface hedonism, the notion that all human activity has as its goal the pleasurable activation of taste-receptors and other erogenous zones, the reinforcements of food, sex, and pain avoidance."

[2] Ibid., pp. 307, 286.

Simple motivational mechanics may explain why basic education students came to John Adams Adult School. "Rewards" were built into their coming, "punishments" were built into their staying away. But deeper explanations seem necessary in the cultural milieu in which the choices take place. Members of the group invoke social values which appear unmistakably to weigh in their choices. "I'm not a parasite." "They put in sidewalks and sewers when they need them. They can put in a few school courses for us." "You can pay taxes all your life in the South and never get more than ten cents education for it." "Won't the country be richer when everybody can read and write?" "The government pays farmers not to plant cotton. They can pay me to start using my brains." Such declarations and questions indicate at least an accompaniment of moral support, or rationalization, in motivated behavior; they may, in instances, be the nearest verbal equivalent to the motivation itself. How natural, then, for one student to regard his re-entry into formal education as a right, another as a privilege, another as a responsibility. One student goes grudgingly to take up a burden out of a sense of duty to his family, another goes exultingly to the altars of learning with tremulous expectations of a new life, a third goes with alternations of both attitudes plus the unique ingredients found in any real individual.

Deeper explanations of motivation are imperative in a cultural climate which, reverberating to the thunder of highly politicalized pressure groups, is semantically charged by the mass media with their instant and continuous access to the ears and eyes of tens of millions and is gaudily lit by the heat lightning of merchandisers utilizing all of the resources of motivational research to convert human consciousness into consumer consciousness. In connection with the EOA basic education program, students have heard repeatedly such phrases as "mass bribery" and "coercion of the poor", "ballot-box pay-offs" and "Tammany bossism", "careers on welfare" and "subsidized delinquency." How conceivably can their motives be expressed behaviorally, or brought fully to consciousness, without reflection of almost all of the diverse values electric in the cultural atmosphere?

Against the broad cultural background the motivation of the basic education students, however meagerly probed and revealed, seems singularly healthy at present and in prospect. Conscious of standards long accepted in a society which gives approval to goals measured in money and practical value, the students feel it proper that they should be encouraged in education by way of an economic inducement. Less than confident in their innermost feelings though they may be, they feel that in resuming their education they should be accorded the respect shown to workmen who change employment for better compensation. They hold the view that society needs the talent which only education can develop, and they do not need to be cajoled or lectured into an understanding of the vast manpower required to deal with urban problems alone. Their contribution to the solution of these problems, which some EOA students regard as containing intra-personal and ethnocentric components, depends chiefly on two conditions: their training and their freedom. They feel that, without the training and without their freedom to use it, society will not only fail to solve its urban problems, it will also pay such a cost in delay that the problems will swell to disaster dimensions, containing unthinkable portent.

Such is a schematization of value-references made by the basic education students of John Adams Adult School. It is composed in part from extensive observation and interview. In part it is drawn from the material presented earlier in this section and, to a lesser extent, from other parts of the study. It is assumed that the value-references, if considered to be merely the canopy flash of thought over a dark arena of struggle, still provide some index to motivation. It is hoped that some use will be found in this interpretation, against this miniature cultural setting, of the apparent drive and direction of this group. Its members have earned the thoughtful regard of the community. They may help to lead us. They may already be leading.

DOCUMENTARIES

The following brief biographies are included in this study because they reveal what changes may be wrought in depth to a small group presented with new opportunity. As will be noted, these changes are not merely in educational achievement, in social or economic competence. They are at the center of combustion of the human system, the ever revitalized or transformed view of oneself. Psychically these changes are represented in an ever fuller respect for self; they are the quiet ushers of dignity and love. These documentaries are presented with acknowledgement to one of the classic conclusions of modern sociology, that minorities can be highly significant in determining the direction and momentum of social change. They are also presented with reference to a view expressed by Fromm, "The whole life of the individual is nothing but the process of giving birth to himself..."[1]

JUANITA

Juanita is an attractive, vibrant woman of Mexican descent. The mother of three pre-school children of whom she is the sole support, she is herself one of six children of a migratory farm worker.

Since the start of her participation in the EOA program, she attests to a considerable improvement in self-confidence and an increased hopefulness about her future and that of her children. Juanita says that she is "very happy" with the education she is receiving in the EOA program. "I feel good because I can speak English better than some people who were born here", she says, obviously proud of her attainment.

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[1] Fromm, E., The Sane Society, Holt, Rinehart and Winton, Inc., N. Y., 1955, p. 32.

Juanita expresses almost complete satisfaction with her participation in the EOA program. She was particularly glowing in her evaluation of her teachers. "They're all nice with me. When I have a problem everyone helps me. I think they like me; they always encourage." She doesn't find the physical set-up of the school a negative factor, although the necessity of climbing several flights of stairs three or four times a day creates a problem for a woman of her age.

"I wanted to learn a good trade and better myself," she recalls. "When I started back to school, I felt like a teen-ager." Although she has experienced difficulties with her children, who were used to having her at home, she now feels that they have adjusted to her absence.

Juanita's one real complaint concerning the program stems from the possibility that she will not be able to continue to completion because of a recent ruling of the Department of Social Services which would cut off the money which she has been receiving for a baby-sitter. "It's stupid," she remarks ruefully, "to have a person finish all but two weeks [of the semester] and then force you to quit." She repeatedly expresses the fear that she may not be able to complete her education, which has come to mean a great deal to her, because of her inability to finance proper child care while she is at school.

Juanita was born in 1927 in San Bernardino, California, and spent her early childhood in a series of farm labor camps. "They were much better in those days than now."

"My father was a fine man, I remember once, my father always had a favorite hat. He always wore it. One night when there was no food in the house he came home without the hat but with a large bundle of food. He was funny looking without his hat, and there were tears in his eyes and running down his face. He had pawned his hat to buy food for us."

Juanita's family moved back to Mexico when she was about five years old. She was sent to a local girls' elementary school for three years. Upon completion of the third grade, she was transferred to a coeducational school for grades four through six.

"They were good schools, very nice, with big rooms and a patio.' She got along well with both students and teachers. "I always looked forward to going to school", she recalls. At the end of the sixth grade, Juanita's schooling ended because in her part of Mexico free education for girls ended at the sixth grade. "We had no money for school; the books were too expensive."

Following the completion of her schooling she worked at a variety of jobs, mainly in the unskilled needlecraft trades. In 1956 she returned to the United States "because of the money". Upon coming to San Francisco she worked at several unskilled domestic and baby-sitting jobs until she secured employment sewing for a dress manufacturer.

"I really didn't know how to do the work, and I couldn't speak English. I did very well on that job, though, and got to be a floorlady. I guess I got cocky because I didn't like it there, so I told off the boss and quit."

There followed a series of temporary domestic jobs, but because of her lack of skills and her great difficulty with English, she found it impossible to support herself and her children. She reluctantly applied for public assistance and was referred by the Department of Social Services to the Basic Education program at John Adams Adult High School.

Juanita is now quite confident about her future. She has made definite plans to continue her education at John O'Connell, a district trade school, and to work toward a supervisory position in a skilled trade. She feels that her newly acquired skills in English and arithmetic, together with a new sense of confidence, will prepare her for such a position. Her energy and poise, which are abundantly clear, as well as her progress, seem a guarantee that she will accomplish what she sets out to do.

ROBERT J.

"'Hi, Mister Important Man.' That's what my wife said to me one day when I got back from school. In the day's mail I had gotten a letter from Jack Valenti, the President's assistant. We had each written a letter in our English class at John Adams, and I had written to the President, telling him about myself and how I felt about the EOA program. I really never thought I'd get an answer, and that letter made me feel like I was an important man."

The speaker, Robert J., is an intense man of Mexican descent in his mid-twenties. He is a recent graduate of the EOA Basic Education course at John Adams Adult High School in San Francisco, and his story is one of the most hopeful to emerge from the program.

Robert was born in San Antonio, Texas, in 1938, one of nine children of a cab driver of Mexican birth. No English was spoken in Robert's home or in his neighborhood. He emphasizes that, although he was living in the United States, his culture and environment were those of the Mexican lower class. He attended public school in San Antonio through the third grade, but found the going extremely difficult because the classes were exclusively in English, which he did not understand.

When he entered the fourth grade, he had been transferred to a Roman Catholic school where part of the instruction was in his native Spanish. He began to show a little progress, but his attendance was irregular. "I felt like I was always behind; I never caught on to things as fast as the others.

I used to stay home pretty often to take care of my mother, who was sick a lot." Robert believes that his teachers in both schools were indifferent to his poor attendance. "If you were a dumb Mexican kid, they didn't care whether you came to school or not. You went when you wanted to."

When Robert was in the fifth grade, his father left his mother and the family without support. Robert quit school to help provide what money he could for the family. "I guess it was against the law, but nobody ever said anything." He began working at any odd job which might be open to an eight-year-old. "I started out shining shoes, then I worked as a busboy and dishwasher. When I got into my teens, I got jobs as a truck driver, deliveryman, and part-time helper in a gas station." None of the jobs lasted for very long or offered any security. "I never made more than fifty or sixty dollars a week", he recalls.

Robert married in his teens and rapidly became the father of four children. "I came to California because I heard you could do better here--more opportunity." However, he found it extremely difficult to obtain employment because he spoke only a few words of English, had no union membership, and no local references. "I knew I was a good worker if I could once get a chance; but everywhere I went they said, 'We'd like to hire you, but you need references', or 'We only hire high-school graduates'."

When Robert finally found a job in a service station he worked hard for several months, but he lost the job when his employer found him sitting in the office eating his lunch. Although the employer had been abusive, Robert says, "I tried to apologize. I needed that job, but he told me not to come back."

"Every day for a couple of weeks I tried to get another job. I used to get up every morning and walk all day, asking for jobs. I couldn't even pay fifteen cents for the bus. There was no money for rent, no groceries, othing. You get real desperate. You can make a holdup...I thought about t." A neighbor told Robert of the possibility that he might get help from t Department of Social Services. "I didn't feel good about it; I always id for my family--never asked for charity. Finally though, I gave up and ent for help."

Robert was tested at the Department of Social Services and rated a illiterate. He was referred to the EOA program by the vocational counsel and willingly enrolled. "It's kind of funny when I think about it. My English was so bad I didn't understand what kind of school it was going o be. I even bought myself an apron because I thought I'd be in a trade school.

"My wife didn't like the idea of my going to school at first. She thought it wasn't right for a grown man with kids to be going to school like he was a kid himself." However, he soon convinced her and himself that he was being given a real opportunity. "I was a little afraid, but I felt proud to be in that room. It made me feel like I was somebody. When they started giving out books instead of tools, I got afraid all over again. But the counselor and the teachers talked to me and I felt better."

he was a kid himself." However, he soon convinced her and himself th

Once Robert started in the course of study, he showed a remarkable ability to learn, and he progressed with a speed which was the talk of his teachers. Within a few months he was finishing his work so rapidly that he became an unofficial "teaching assistant", helping the other students with their work. He frequently got to school as much as an hour early to help other students before class. His own attendance record was outstanding; he missed only two days in nine months. There were days when he was ill and the teachers suggested that he return home, but "I always got through the day."

Robert's favorable impressions of the program focus on the teachers. "I felt like somebody was taking an interest. All the money--the teachers' pay, the books, the car tickets--all to help me. The teachers were always willing to help, to take time. I never saw them lose patience. My math teacher especially never let you get by with saying you understood when you didn't. I tried that a couple of times, but she always caught me. I used to work very hard, long hours to get some of the problems, but I never gave up until I understood them".

Today Robert lives in a modest home in the Bernal Heights district of San Francisco. He works as an apprentice sheet-metal worker and feels that he will soon be promoted to journeyman. He talks hopefully about his future. "One thing I learned at EOA is how to get along with all kinds of people. I made a lot of friends because I always helped everybody. This helps me on my job with the other men. My boss says I'd make a good foreman."

Robert is keenly aware of the importance of an education and takes every opportunity to expand the experiences of his children. "Every Sunday we go somewhere--to the beach, to a movie, or just downtown. I want them to see things I didn't see. I never saw a movie until I was twelve. Someday, if I can, I'd like to be a teacher. I think I'd be pretty good."

EMMA G.

A stout, motherly Negro woman of thirty-seven, Emma G. is currently enrolled in the EOA Basic Education program at John Adams Adult School in San Francisco.

"I was a quiet child," she recalls. "I got along fine with my parents and teachers because I never gave anybody any trouble." Soon after admission to kindergarten, at five years of age, she developed a serious stammering problem which she believes impeded her progress in school. In the second grade she began to fall behind her classmates and remembers having a difficult time concentrating on her school work. At the end of the second grade she was not promoted, and she repeated the grade.

"I liked school to a certain extent, I guess, but the classes were very large, and the teachers couldn't explain things very well if you didn't understand the first time. I felt OK about asking for help, but if I didn't understand after the teacher explained a couple of times, I gave up because I didn't want everyone to think I was dumb."

During her early schooling Emma's family moved around a great deal, as both her mother and father were seasonally employed. She believes that frequent changes of school, and the feeling of being a perennial "new kid", were inhibiting factors in her progress. Although she attended segregated Negro schools exclusively, she felt that this was normal. She can recall no strong feelings about it.

In the tenth grade, Emma moved to California to live with a married sister. She attended for the first time a large urban, racially integrated high school. "It felt a little strange, being in a classroom with white students and teachers. But I got used to it in a couple of days, and I didn't think much about it after that."

It was when she started school in California that Emma began to experience serious learning difficulties. "All of the classes were much harder than they were in Texas, especially math. My grades really began to come down. There was no one at home who could help me with my school work, and the teachers didn't have time for one student--or at least that's the way I felt."

After completing three months at the high school, she was asked to transfer to a continuation high school. "I never really understood why they transferred me. I wasn't in any trouble, or anything. I guess it was because my grades were getting low." Coincident with her transfer to the continuation school, Emma became quite discouraged with school and lost interest. "I didn't seem to be making any progress. I guess I just lost interest. I was just plain tired of school and wanted to get out." She subsequently quit continuation school and enrolled in a commercial business school, where she did "very well". But soon thereafter she quit to take care of a sick aunt. Marriage and family responsibilities precluded her returning to business school. She has never had any paid employment.

In time Emma became the mother of eight children. Then came a divorce, with the support of her four daughters devolving on her. Upon registering with the Aid for Dependent Children program at the Department of Social Services, she was tested for the possibility of obtaining a civil service position. She failed the test. She was then referred to the Basic Education program at John Adams.

"I had thought about going to night school before, but, having four young girls and living in the kind of neighborhood I do, I didn't want to leave them home alone, or running the streets at night. The EOA program made it much easier, since the girls would be in school at the same time I was.

"I felt fine about the idea of going back to school, but the classes were not at all what I expected. I thought that I would get regular training as a licensed vocational nurse. But when I started to really learn, to make progress, I began to like the idea."

Her children initially thought the idea of their mother being a "school girl" was funny, but they soon reacted favorably to the idea that "the whole family would be going to school". Emma recalls that her oldest daughter "even offered to help me with my homework."

"I had doubts about liking school," she recalls, "I was afraid it would be too hard. Now I find it much easier than when I was in high school. The teachers take more time with you. When I ask a question they take the time to explain it all the way to me. I think I have more patience to learn, too."

Emma is a student whose contact with EOA program has taken on a distinctly concrete and personal aspect. Soon after her enrollment the apartment below hers caught fire, and the resulting smoke and water damage destroyed all of the furniture in her children's room, as well as most of their clothing.

The response of her fellow students and teachers was immediate. Clothes and second-hand furniture were contributed by a large number of students, under the direction of a classmate. An envelope containing a small amount of cash was also presented to her. Although no one will tell her the source of the money, she believes that it must have come from her teachers. Emma expresses great satisfaction that so many people would come to her aid. She feels that this is typical of a kind of "all for one--one for all" spirit which pervades the EOA classes. "Everyone was just wonderful," she says. "I'll never forget that these people, who have so little themselves, did so much for me."

One particularly hopeful aspect of Emma's involvement in the EOA program has been the indirect effect on her daughters. She believes that they have been greatly impressed by the importance which she now attaches to education. "The girls' grades have all gone up since I've been going to school. I was never able to help them before. Now I can. We do our homework together. My oldest girl has started to think seriously about a career. She didn't have any idea about it before. She always talked about getting some kind of a job when she finished high school. Now she thinks she'd like to go to college. She used to be a "C" student. Now she's getting "A's" and "B's". I think my going to school had a lot to do with it. My other girls are all doing well, too."

Emma's own goals have also advanced. Initially she had planned only on getting "some sort of office job". When the possibility of training as a vocational nurse was suggested to her, it struck a responsive chord. She now looks forward to the possibility of "going all the way" and qualifying as a registered nurse.

"I've learned more. I feel more confident. I know I'm going to do better in life. I'll be able to get off welfare. I know I won't have to depend on my children. They can make a life for themselves."

ALLAN S.

Born in rural Texas, the son [illegible] is a shy, soft-spoken Negro of twenty-two years of age. He recalls a reasonably happy early childhood, relatively free of conflict and problems.

Allan's early schooling was in Negro schools in various agricultural communities in Texas. He believes that he got along "fairly well" in school, but always preferred women teachers to men. "One thing I didn't like was when the teachers yelled at me."

Allan feels that his serious learning problems began in high school. He had been able to keep up with his studies until that time, but soon after entering high school, he found himself "beginning to fall behind. I never liked to talk in class; I guess I was a little bit shy. In grammar school this didn't seem to make so much difference, but in high school the teachers were always calling on you to answer questions. If you were afraid to talk they marked you down."

As Allan progressed through adolescence his shyness seemed to become more pronounced, and he experienced increasing difficulty in relating to teachers and other authority figures. He recalls quitting the football team in his sophomore year because "the coach always used to yell at me and slap me on the back."

In the eleventh grade Allan left school in Texas and came to California "to take care of my older sister whose husband had deserted her. She was afraid to stay alone." He finished continuation school "but didn't do very well."

Allan has never held a full-time job. He was referred to the EOA program when he sought information concerning the Neighborhood Youth Corps. Although he confesses to considerable misgivings about re-entering school, he feels that he has been well satisfied with his experience in the EOA program.

The thing I like best about this school is the way the teachers treat you. They are so patient. I've never had a teacher yell at me or lose his patience with me here. I think they have done a lot for me. I've gotten a lot more confidence now. I can meet people, and talk to them without being so afraid. I guess I'm doing pretty well in my classes, because they've sent me downstairs for one class." This last reference is to his enrollment in a regular high-school course.

According to his teachers, Allan is indeed doing well. He has had nearly perfect attendance during his more than a year in the program. They rate his progress as outstanding.

Allan indicates that his major gain from the program is his improved ability to "speak up" to talk to people without feeling painfully awkward. "I never would even go to look for a job, before. Sometimes I'd get an ad out of the paper and go all the way downtown; then I'd get scared and turn around and go back home. I know I have to speak up for myself to get a job, and now I think I can do that."

ELLA JEAN

Ella Jean is a pleasant, soft-spoken, obviously shy Negro woman, the mother of seven school-aged children. She lives with the children, of whom she is the sole support, in a typical Fillmore District flat. Faced with the necessity of being both father and mother to seven active youngsters, she has managed to make a tasteful, comfortable home under the most difficult circumstances. The children come and go with their friends, all keeping their mother informed of their activities in response to her obvious interest in what they are doing, with whom, and where.

Effusive in describing her experience with the EOA program, Ella Jean sees her greatest achievement, not so much in the knowledge and skills gained, but in the improvement in her image of herself. "I was very shy," she recalls. "I didn't feel like I could express myself right. I didn't talk much." Now she believes she has the self-confidence and aggressiveness to compete successfully in the vocational world.

Ella Jean was born in Laurel, Mississippi, in 1924, one of five children. Although her mother and father were separated, she recalls a reasonably happy home life. She lived with her father from the time she was seven until she was thirteen. She attended school during this period but was frequently absent "to help out at home. I loved school, though, and got along pretty well with all of my teachers."

She returned to her mother's home when she was thirteen. "When I changed schools they put me back a year, and my older sister quit school. I just lost interest and finally quit."

In a few years she was married, and then she moved to California with her husband. When they separated she was left with the care of the seven children. Because of her inadequate education and lack of marketable job skills, she has never held a permanent job. She has held a variety of unskilled, temporary positions but has never been able to provide a secure income for her children.

When Ella Jean determined to seek further education, "with or without help", she was referred to the EOA program from the San Francisco Department of Social Services.

"I wanted to go to school to improve myself and to learn a trade. The EOA program made it much easier. The EOA classes mean I'm able to take proper care of my children while I'm getting the training I need. I want to qualify myself for a better job than domestic work, which is all I was qualified for before."

Ella Jean had misgivings about going back to school at her age. "I felt ashamed that I was a dropout. How would I be accepted by the teachers and the other students? Would the other students be just kids? I wondered whether I could keep up with the work after being out of school for so long. My children were against the idea. They were embarrassed about it. Finally, when they saw I was going to do it whether they approved or not, they accepted it, and now I think they're proud of me."

Many of Ella Jean's misgivings were dissipated by her experience in the EOA program, through the interest and patient understanding of the teachers and the adult treatment she was accorded. "What surprised me is that we were not forced to do anything. I felt that the teachers liked and respected us. They were always available for help. If you didn't understand a thing the first time, they went over it with you until you did. They stuck with you until they saw that you really understood."

While Ella Jean had initially anticipated a narrower, vocational type of education, she realized rather quickly that she would be much better off if she were able to achieve a sound basic education on which to build her training. "I really didn't know just what to expect when I first came to school. They told me that if I finished the EDA program, I'd be able to do well enough to pass a civil service test. I decided that that just wasn't enough. I wanted to finish high school. Without a high school diploma you're not getting all you should have. You're just a better person if you can get that high school diploma."

Ella Jean offers several constructive criticisms of the program. She feels that a large part of what students were told about the course of study and mechanics of the program during the "shake-down" period contributed to anxiety and frustration. She was unsure of where she stood during the early weeks. Specifically, she mentioned confusion over whether the certificate of completion was to be issued at attainment of eighth-or ninth-grade proficiency.

The greatest gain for Ella Jean from the EDA experience has undoubtedly been an elevation of goals. She enrolled expecting merely to complete the eighth grade and get some sort of job. She is now well on her way to a high school diploma. In five years she confidently expects to be working as a medical secretary, assuming a more responsible position in society. She indicated a new-found interest in reading and expanding her cultural experience. She now has a strong desire to try to perform some socially useful work and to help others "as I have been helped."

DELLA S.

"I have laughed more here than I have in a long, long time. Going to school and helping others makes me forget my own problems for a little while."

Della S. is a strikingly attractive Negro woman whose appearance belies her fifty-three years. Born in Arkansas, the only daughter of a Negro domestic servant who was separated from her husband, Della is herself the mother of three children, ranging in age from twelve to nineteen. Her husband is deceased, leaving her as the sole support of her family.

Della recalls her childhood as being an unusually happy one. "I had too much as a child. My mother knew we didn't have much money and that I didn't have a father, so she always tried very hard to make things up to me." She recalls that even at an early age she felt better off than her schoolmates, and she always wanted to do things for those who were less fortunate.

Attending school in Arkansas and Arizona, Della feels that she did quite well. She believes that she was something of a "teacher's pet." The only time I ever got in trouble was for eating dill pickles and carmel candy in class." She feels that her success in school was largely attributable to the strict rearing which her mother, however otherwise indulgent, provided. She left school after her second year of high school because she was "tired of seeing my mother work so hard to support me. I thought that if I got married, that would ease things for her, and maybe I could even help her out a little."

In 1941, Della came to California to work in the San Francisco Naval Shipyard. "That was essential work. I was doing something important. I felt proud to be doing something for my country. I've never felt that way since." Following the end of the war, she was able to obtain a series of positions as a cook, maid, kitchen helper, babysitter, etc. Although she enjoyed these jobs, she has recently concluded that this line of work has little future and provides an insecure income at best.

"When my husband passed away, I realized that I had to prepare myself for something with more of a future. I've always wanted a job where I could serve, could help others." When the counselor at the Department of Social Services suggested that she complete her basic education and prepare for a career as a licensed vocational nurse, she found the prospect appealing. "I was offered a lot of jobs as a domestic, but I know I can qualify for something better."

Della had mixed feelings about going back to school. "I knew that I needed a lot more education to qualify for the kind of job I wanted, but I was worried about going to school. What would it be like? Would the teachers understand that I'd been out of school a long time? Would they be patient with me if I didn't understand something the first time? Would I be able to learn and study after being out of school all these years? Would I be the oldest person in the school? But I wanted to go, and I made up my mind to do it. I even tried to get my oldest boy, who had dropped out of school two years before, to go with me, but he was afraid that I might show him up. Some of my neighbors thought I was putting on airs, but I told them they were welcome to come with me."

"On my first day here I was really surprised. I wasn't the only one who wasn't a teenager. Some of the younger girls kind of looked up to me like a mother. One of them even asked me if I was a teacher. I started feeling good right away.

"The thing that surprised me the most was how lenient and patient the teachers were. I was afraid that I'd be treated like a child. The teachers have always treated all of us as adults. They are all very patient with us. One teacher even said, 'If you knew everything already, you wouldn't be here'. I liked that. It made me feel comfortable instead of ashamed of what I had forgotten.

"I was very surprised, and pleased, with the spirit of cooperation between teachers and students. We all behaved ourselves, whether the teacher was in the room or not. Discipline was not forced on us. Most students worked very hard because they could see that the teachers were really interested in us. The teachers weren't just doing it for the pay.

"I did pretty well right from the start. I was getting to be a little genius in math. I caught on in my other classes pretty fast, too. The teachers were all very well qualified. I knew that I was going to do well. Before long I started taking an interest in the other students. I love to help others, to give parties and so on. I'm the kind of person who likes to get something going. I arranged little parties whenever somebody had a birthday. We always at least had a card for everybody's birthday. When one of the ladies in my class had a fire in her apartment, I organized a collection of old clothes and furniture for her. Even the teachers all chipped in with something for her. It was wonderful the way everyone helped.

"Another time one of the girls in class had her brother killed in Vietnam. The government paid for her ticket to go to the funeral, but I collected a little bit from all of the students, and teachers so she could have something to eat on.

"When Christmas came, I asked one of the teachers if we were going to have a Christmas party, like you do in school. He said he didn't think so. I went to Dr. Seidel and asked if it was OK. He said it would be all right, if there was no drinking, and if we didn't disturb the other classes. I went around to all of the girls and told them the rules. They took it all right from me, because I'm like a big sister to them. They kept the boys in line, too. We had a good time. Everybody got a little present, and we danced and listened to music. Even the teachers enjoyed it."

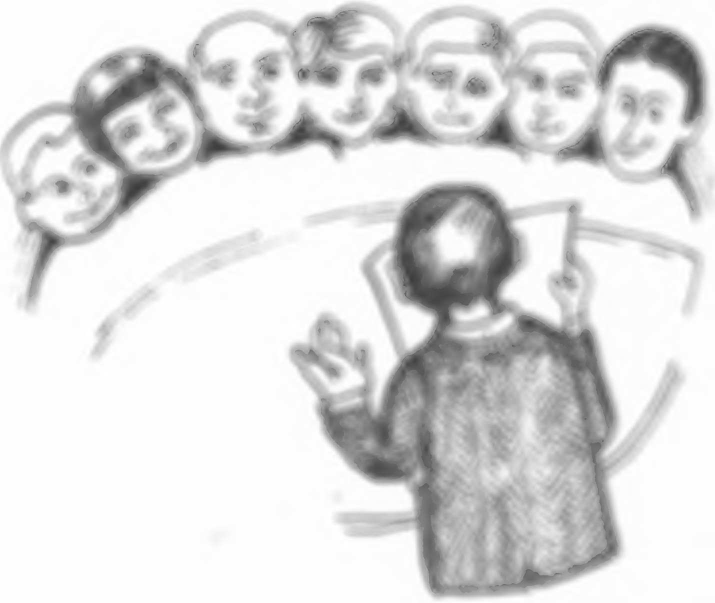
Della seems well satisfied with her experience in EDA. In addition to her academic success, she has been provided by the program with a focus for her life. She is able to feel a sense of identity and of personal worth. Her vocational plans are well thought out and realistic. Aware of and with a new interest in the world about her, she has become an active participant in community affairs. She is a member of a study group in Negro history and a Bible study club. Recently becoming active in a neighborhood committee which works with the community relations staff of the San Francisco Police Department, she does volunteer work for the Economic Opportunity Council in her neighborhood. She feels that doing this kind of work is an attempt to "pay back" the help which she has received.

Della has several constructive suggestions for improvement of the Basic Education program. She would like to see more Negro teachers employed. "We love to see our color in anything, if they're qualified. The other Negro students would feel better about it." She expresses the strong opinion that the employment of only one Negro teacher is "only a token". "We're integrated, so now we can forget it." Feeling that the provision of funds for the program is irregular, she thinks that students are sometimes promised much more than they end up with.

Another serious criticism is the practice of the Department of Social Services in encouraging a student to get started in the program and then "pulling her out to take a job as a domestic". She would like to see a laboratory type of home economics class offered, "to teach some of us, particularly the younger girls, how to manage on our incomes." She also feels the lack of a library very keenly. "When I want to look something up, I have to remember it until I get home and can get a chance to go to the public library. Usually by then I've forgotten what it was."

Lest she be considered too critical, Della concluded her comments on the program by saying, "We need this program! Every one of us understands this."

RECOMMENDATIONS



Issuing from this study, either directly from conclusions or coincidentally from other persuasive data such as repeated staff observation, judgment, and suggestion, are the following recommendations:

1. That a cooperative agreement be effected between the Adult Division of the San Francisco Unified School District and the San Francisco Department of Social Services so that budgetary support of both the educational and the welfare program is coordinated. For example, the curtailment or termination of baby-sitter allowances should not occur without regard to the school calendar or the status of welfare clients as students. The abrupt cut-off of financial support is pernicious in its impact, not only in the simple sharp drop in attendance but in the complex shock to motivation and morale transmitted throughout the instructed group.

2. That the Department of Social Services be requested to assist in the recruitment to the basic education program additional numbers of males between the ages of twenty and forty, in which bracket our enrollment is disproportionately light and the expectation of achievement, both educational and vocational, is high.

3. That enrollment in the program from sources other than the Department of Social Services (e.g., Veterans Administration, John Adams Adult High School) be kept under careful review so that this EOA student community

does not lose its integrity as a "poverty" group. While enrollment of other than "poverty people" can produce highly desirable integrative influences, it can also, at a point discernible by teachers and students, bring into the classroom certain threats of middle-class society, even the feeling that the program is a "dumping ground".

4. That a continuing faculty meeting be held during the mid-morning intermission, formally recognized but informally conducted, with agenda largely determined by the teachers. The assumption is fully warranted that the teachers will have many matters to discuss,relating to goals, curriculum, testing, sharing of texts and other teaching aids, transfers of students from class to class. Administratively the following matters should be placed on an early agenda:

a. Institution of group counseling sessions on child-care problems, the employment situation, marital and other domestic relations, health and personal hygiene, consumer and budget problems, etc.

b. Desirability of conversion of schedule from two-hour sessions to one-hour sessions.

c. Physical appointments and arrangement of classroom furnishings, displays, etc.

d. Nature and dimensions of "class load".

e. Desirability of requesting a smoking-area for students adjacent to the classroom area.[1]

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[1] With tobacco addiction widespread and in view, on the one hand, of the age and health of some students and, on the other, of the physically taxing round-trip from third floor to basement, a more readily accessible smoking area suggests itself on hardship grounds. Yet a further and more educationally defensible reason lies in the social influence such an area might exert indirectly on the program as a whole.

5. That teachers keep records of progress of students, scores or ranks on tests and other measurement instruments, behavioral or personality peculiarities, reasons for transfer and promotion and for drop when known, etc.

6. That the administrative record-keeping procedures and office routine generally be studied for improvement and that necessary office equipment be provided to permit good practice.

7. That administrative testing procedures be brought up to standards set forth below[1] and that a room be allocated for testing between the intervals of general testing.

a. Determine and analyse the goals of the program regarding skills to be developed and subject matter to be taught. Is the subject matter primarily theoretical or practical in presentation? Determine the abilities or aptitudes necessary to achieve in these subject-matter areas. If the ultimate goal is job preparation, then an analysis of occupations is required in order to identify aptitudes necessary for success in the job areas. The program goals, testing procedure, and the end results of procedure in the classroom should all dovetail; otherwise testing becomes a peripheral activity and not functionally relevant.

b. Select appropriate tests[2] based on norms suitable for the group. Norms should be carefully examined to determine that they are based on field studies of groups socio-economically, educationally, and regionally related to the group to be tested. The normative or standard group should consist of people similar to the subjects to be tested. The norms should include enough samples to avoid sampling bias and to represent a fair description of the group. The norms should be up to date. If suitable norms are not available, then norms must be developed, a project requiring specialized training and skill.

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[1] Formulated by Dr. Henry Drewes, statistical consultant in this study. See p. 75, the introduction to the section "The Total Group".

[2] Tests to be used should be reviewed in Technical Recommendations for Psychological Tests and Diagnostic Techniques and O.K. Buros, Mental Measurement Yearbooks.

When the user of a test elects to apply it to a group other than the test norms represent, he must establish his own validity. Hence the use of a test in any manner different from that prescribed in the test manual takes the burden of validity proof from the test author. The EDA group may be characteristically different from the groups represented in California Achievement Test norms.[1]

e. Give consideration to performance tests. Such tests are less dependent on educational background and more on basic abilities; they may prove to be more predictive and valid for the educationally deprived, especially where an efficiency index such as "industrial" or "occupational" is desired.

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[1] In the interpretation of achievement, norms, it should be remembered, are not standards. Grade norms especially are misleading criteria of achievement since they are based on unequal and artificial measurement methods. These methods vary from situation to situation in time and space and can be grossly misinterpreted when used uncritically. For instance, it may appear that a student in the sixth grade who achieves the ninth grade in a category of knowledge has made remarkable progress whereas in reality this difference may be slight because the average progress from the sixth to the ninth grade in this category of knowledge may be slight. Students achieving the same grade equivalent should not be considered the same in achievement, for they may have achieved the same grade score on the basis of quite different errors. Interpretation of an achievement score should be made with a personal understanding of the background and educational history of a student.

d. Use only standardized tests and make invariable the procedure, apparatus, and scoring from test administration to test administration.

e. Place emphasis on critical validation when numerical test results are converted to verbal interpretations. Ample consideration should be given to errors accompanying qualitative results. It should be kept in mind that errors of measurement exist in all psychometric instruments.

f. Be aware of the condition or state of the students in test situations. Each student should experience essentially the same situation during the test. Competing stimuli should be eliminated. The tester should not be preoccupied with other duties during a test. If the student is to perform cooperatively, rapport between him and the tester is necessary. The student may become inattentive, irresolute, fault finding, or restless if he is faced with a cold or detached attitude. He must feel that he is in a friendly, relaxed, and nonauthoritarian atmosphere. Also, he must be made to feel that the test will truly help him; otherwise half-hearted and careless responses can be expected, particularly from a culturally deprived person. Ideally, the testee desires to make his score as valid as possible.

People from divergent cultural background and educational experience bring a variety of conflicting attitudes to a test situation. Mental blocks, anxiety, hostility, suspicion can be expected from individuals who have had previous adverse experience with tests or other apparent "symbols of authority". These attitudes, unless neutralized or in some manner compensated for, will be reflected in unreliable test results.

g. Give test directions simply, clearly, and in a non-threatening manner. Demonstrate the steps in the directions in a relaxed manner, waiting for compliance by the students before proceeding to the next step. Do not permit under any circumstances a show of vexation or impatience. The spirit of setting out on a highly cooperative adventure or expedition should prevail.

h. Avoid test-retest situations at other than approved intervals. Measure of shorter interval achievement must be made by other means. Practice effect invalidates test results.

8. That steps be taken to employ in certificated positions persons who are members of the ethnic minorities.

9. That copies of this study be provided for the members of the certificated staff in the EOA basic education program, with extra copies made available for reference by interested students.

APPENDIX A

Questionnaire on Physical Plant

Full returns are on pages immediately following. Please refer to them as necessary.

With eight out of the nine teachers responding, there were twenty-three indications (Question 1 and 3) that the school environment, taken as a whole, tended to produce a voluntary outgoing adjustment, against one indication that student behavior was more a product of school authority. These observations, it may be seen from the questionnaire, employed as referent a typically adequate school environment. Moreover, four teachers held the opinion (Question 4) that the deficiencies of the environment produced this voluntary behavior at an earlier stage than would have been the case in an adequate school environment. No teacher responded that it would have been produced later. More specifically, twenty-eight responses were recorded (under Question 2) pointing up particular aspects of the environment which seemed to allay tension.

In the negative range of response (Question 5 and 6), teachers estimated that an appreciable number of students, upon exposure to the inadequacies of the physical setting, registered some degree of feeling that their surroundings were inferior to their entitlement. Two estimated that the number was large; one, that it was considerable; three, that it was small; one, that it was quite small; and one, that it was not apparent. In light of the responses previously delineated, as well as of the implications of numerous discussions and interviews, the guess is prompted that this show of feeling represented more a discrepancy between expectation and hard reality than a durable disposition toward the school environment. In any case, the negative feelings that were manifested seemed to be aroused by neither the disrepair or peculiar decrepitude of the plant, on the one hand, nor the throes of the remodeling, on the other. The heaviest responses, seven on the maintenance of restrooms and seven on heating and ventilation, could be ascribed almost equally well to poor conditions of operation of any modern school.

In summary, it should be pointed out that a school environment which is patently deficient in any respect is not supported by the explorative probe of this questionnaire. It is suggested nonetheless that the inconveniences and privations experienced by the students may, in some measure, have drawn them out of themselves in positive ways and helped to engage them in constructive relations with each other. By far the larger weight of teacher opinion was that, although the environment was deficient, it was not detrimental to salutary interaction among the students. It probably promoted that interaction, their living together on their way, hopefully, to new lives. What selves were recovered, or new selves emerged, in this process is touched upon, and perhaps illuminated, in the section on motivation.

QUESTIONNAIRE

Full returns are shown chiefly along left margin in spaces where individual returns were designed to be placed.

Additional comment by respondents is given serially at end of questionnaire form.

1. The school environment tended to

4 a. elicit frank expression
b. promote easy communication between student and student 5 teacher and student 3
3 c. encourage permissive adjustments relating to lighting, heating, ventilation
3 d. invite self-direction in adaptation to limited or absent facilities such as seating, writing space, etc.
2 e. allay fear of or hostility toward the new or only dimly familiar concerns of the classroom.

2. Aspects of the physical environment which seemed to lessen tension were the

2 a. shelves, cupboards, and closets
b. windows, closed 0 or open 2
c. doors, closed 0 or open 2
d. desk-chairs, broad-top 0 or narrow-top 0
e. lighting, dim 0 or adequate 3
f. air temperature, warm 3 or cool 0
1 g. corridors
1 h. locker alcoves
2 i. courtyard
1 j. basement area
2 k. school grounds
4 l. well-worn or worn-out character of all facilities.

3. The age and general disrepair of the school tended to promote more behavior that was voluntary, inner-directed 3 or mandatory, outer-directed 1 .

4. The deficiencies of the school plant and its appointments probably elicited an earlier 4 or later 0 free play of will by the students than would have occurred in an adequate school environment.

5. Upon exposure to the school environment or any of its provisions (or lack or limitations of provisions), the number of students who showed or expressed feeling that their surroundings were inferior to their entitlement (e.g., injured dignity, affront, insult, disdain, hurt pride, shock) was

__1__ a. not apparent
__1__ b. quite small
__3__ c. small
__1__ d. considerable
__2__ e. large

6. Such feelings as were manifested (checked in your responses in Question 5) seemed to be aroused by only a few physical conditions, such as

__7__ a. maintenance of restrooms
__3__ b. unavailability of lockers
__7__ c. heating and ventilation
__6__ d. (other)

COMMENTS

1a- "In comparison to school buildings in the affluent or white area."

2d- "Too small for some students."

2f- "Too cold during winter."

2g- "Possibly the aspect of EOA having the whole floor and the Welfare students having their own area and not coming into "economic contact" with our better heeled students."

2k- "When there was a courtyard in which to play ball or just wander (?)."

6c- "Overheating or underheating."

"No heat in winter. We were cold. We felt envy for the classrooms that were heated."

6d- "Stairs were difficult for some."

"Number of stairs to climb."

"Cafeteria."

"Lack of cafeteria."

"Second floor women's restroom has been closed for over a month and at intervals previously."

"Drinking fountains."

"Stairs, lunch room."

"Disgraceful condition of the American flag."

APPENDIX B

Basic Education Census

as of Friday, March 11, 1966

GROUP	NUMBER	PERCENT
Negro	53	.69
Chinese	2	.03
Japanese	0	.00
Filipino	1	.01
Spanish Surname or Spanish Speaking	8	.11
All Others	12	.16
TOTAL	76	

Form of Census Survey[1]

To: All EOA Teachers

Subject: Ethnic Census

You are requested to take an ethnic census in your EOA class. For reasons of security and validity the census must be taken in one day only, with all affected teachers reporting in that one day. The date of census is Friday, March 11.

On the attached sheet are listed for your entries several ethnic categories which were developed in a previous census. For comparative purposes they must be used again. By a combination of observation of the pupil and name-inspection, supplemented by your prior contacts and experience, you will be able to classify most of your students. Where you have doubts, simply use your best educated guess. Certainty of racial or ethnic background is not essential in this survey.

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[1] Directions and categories conform to earlier census conducted throughout the San Francisco Unified School District.

No individual student present on the day of the census should be left out of the census. No student absent on the day of the census should be included in it.

In this census you are requested not to ask any student any question concerning his ancestry or ethnic background. Do not ask any student any such question about another. Avoid observation by your students as you take the census. Your ability to put a pupil under scrutiny without calling attention to your act is relied upon.

It must be emphasized that this survey be conducted with the utmost circumspection. At this point in our professional history it seems that we must be both "color-blind" and "color-conscious", a hard job made worthy by the high stakes of inter-group harmony, especially in our metropolitan centers.

After 3:00 p.m. on March 11 please return to Room 322 both this memorandum and the attached sheet or sheets containing your returns. Make the indicated entries below for each of your classes, using a separate sheet for each. There are attached hereto the number of sheets necessary.

Record the number of students in each of the tabled ethnic groups. Each pupil must be regarded as a unit; that is, a pupil of mixed ancestry should not be recorded in more than one ethnic group; he should be recorded once in whichever group appears to predominate in him or may be suggested by his surname. It must be noted, however, that individual students whom you have in more than one class should be recorded as units in each of those classes.

The letter-code and the categories are used in conformity with an earlier census.

Negro ____________

Chinese ____________

Japanese ____________

Filipino ____________

Spanish Surname or Spanish Speaking ____________

All Others ____________

APPENDIX C

Social Service Referrals - Core Group

Supplemental Tables

TABLE 1A. Ethnic Group Attendance Breakdown

GROUP	NUMBER	AVERAGE NUMBER OF HOURS
Negro	53	128.00
White	13	196.00
Mexican	9	219.00
American Indian	2	61.00
TOTAL NUMBER	77	
TOTAL AVERAGE		151.00

Note small number of people represented in three ethnic groups.

TABLE 5A. AFDC Data for Ethnic Groups

GROUP	NUMBER	TOTAL AFDC	AVERAGE AFDC
White	16	51	3.19
Mexican	9	24	2.67
Negro	62	164	2.65
American Indian	3	11	3.67
TOTAL NUMBER	90		
TOTAL AVERAGE AFDC			2.78

The dependent population in the Negro group is almost twice that of the other groups combined, but the American Indian and White groups show a higher average number of dependents. AFDC tends to reflect enrollment proportion in ethnic groups.

TABLE 5B. Average Hours Attendance Difference from Total Average of Averages According to AFDC Groups

AFDC	NUMBER	AVERAGE HOURS	DIFFERENCE FROM "AVERAGE-AVERAGE"
4	10	345.00	+ 136.00
3	11	224.00	+ 15.00
2	10	223.00	+ 14.00
1	14	193.00	- 16.00
5	8	190.00	- 19.00
0	14	152.00	- 57.00
6,7,8	10	134.00	- 75.00
"AVERAGE-AVERAGE"			209.00

As shown also in Table 5, average attendance increases with number of dependents up to four, where it is highest, and then sharply drops. There is less than a 1 in 1000 probability of chance factors producing these differences in average hours of attendance according to these groupings by number of dependents (AFDC).

The difference from the total average (or "average-average") for the AFDC group with four children is nine times higher than the next closest group, that with three dependents (compare + 136.00 with + 15.00). Chi-square (136.09) is highly significant.

TABLE 6A. Attendance Averages for Males According to AFDC

AFDC	NUMBER	ATTENDANCE AVERAGE	RANK
0	11	140.00	6
1	5	163.00	5
2	4	288.00	3
3	4	325.00	2
4	4	340.00	1
5	6	198.00	4
6,7,8	7	83.00	7
TOTAL NUMBER	41		
TOTAL AVERAGE		196.00	

TABLE 6B. Attendance Averages for Females According to AFDC

AFDC	NUMBER	ATTENDANCE AVERAGE	RANK
0	4	210.00	2
1	9	209.00	3
2	7	159.00	7
3	7	167.00	6
4	7	340.00	1
5	2	168.00	5
6,7,8	4	188.00	4
TOTAL NUMBER	40		
TOTAL AVERAGE		204.00	

TABLE 10A. AFDC and California Achievement Test Means for Arithmetic and Reading

AFDC	RGA[1]	AGA[1]
0	5.75	5.63
1	6.23	6.07
2	5.39	5.97
3	6.02	6.07
4	6.37	6.08
5	5.58	6.08
6,7,8	7.12	6.85
RANGE	1.73	1.22

The average grade of the averages for RGA is 6.06; for AGA, 6.10. Both of these are comparable to the sex average and ethnic group average of previous tables. The lowest RGA occurred in the group having two dependents; the lowest AGA, in the group having no dependents.

Noteworthy is the fact that both the highest RGA and AGA are scored by the group having six or more dependents, a group which ranked low in attendance average. It may be speculated that this group, aware that it was scoring near the terminal level of basic education, did not feel as acutely the need of regular attendance.[2]

---

[1] RGA means reading grade average; AGA, arithmetic grade average.

[2] See Table 5, first paragraph, for a variant hypothesis bearing on this attendance rank.

TABLE 11A. Negro Ethnic Group and Geographical Origin[1]

STATE[2]	NUMBER	RANK	PROPORTION	PERCENT[3]
Louisiana	16	1	.2539	25.00
Texas	12	2	.1904	19.00
California	7	3	.111	11.00
Mississippi	6	4.5	.0952	10.00
Arkansas	6	4.5	.0952	10.00
Alabama	3	6	.0476	5.00
Tennessee	2	7.5	.0317	3.00
Missouri	2	7.5	.0317	3.00
North Carolina	1	13	.0158	2.00
Georgia	1	13	.0158	2.00
Oklahoma	1	13	.0158	2.00
Florida	1	13	.0158	2.00
Kansas	1	13	.0158	2.00
Oregon	1	13	.0158	2.00
Pennsylvania	1	13	.0158	2.00
Ohio	1	13	.0158	2.00
Colorado	1	13	.0158	2.00
TOTAL NUMBER	63			

The highest proportion for single state is 25% from Louisiana.

---

[1] Number in White group is 16, with 25% coming from Hawaii. No other ethnic trend except as tabled.

[2] States are arranged according to rank.

[3] Percent rounded up.

TABLE 11B. Geographic Constellation for Negro Ethnic Group - Western States

STATE	NUMBER	PROPORTION	PERCENT
California	7	.1111	11
Colorado	1	.0158	2
Oregon	1	.0158	2
TOTAL NUMBER	9	.1427	15

A total of only 15% of the Negro ethnic group comes from the western states, including the 11% from California itself.

TABLE 11C. Southern States - Negro Ethnic Group and Marital Data

	LOUISIANA	TEXAS	ALABAMA	MISSISSIPPI	ARKANSAS	TOTAL
Single	4	3	0	0	0	7
United	1	0	0	0	1	2
Divorced	1	1	1	0	1	4
Married	5	4	0	1	3	13
Separated	5	3	2	5	1	16
Widowed	0	1	0	0	0	1
TOTAL NUMBER	16	12	3	6	6	43

This and the following two tables reflect conditions of marital status comparable to those in the total Negro group, two thirds of whose members derive from the southern states represented in this table.

Of the Negro group in this table 47% are either divorced or separated; 30% are married.

TABLE 11D. Comparison of Southern Negro Ethnic Group to Total Negro Group with Respect to Marital Data

	SOUTHERN STATES	TOTAL NEGRO GROUP
Single	16%	23%
United	5%	3%
Divorced	9%	9%
Married	30%	28%
Separated	37%	35%
Widowed	2%	2%

Here the comparability referred to in Table 11C is represented.

TABLE 11E. Combined Marital Categories for Southern States - Negro Group

	NUMBER	PROPORTION	PERCENT
Single	7	.1627	17
Married and United	15	.3488	35
Separated and Divorced	20	.4650	47
TOTAL NUMBER	42		

Represented in this group are fourteen males (32%) and twenty-nine females (67%), a ratio of approximately 1 to 2.

This table also bears out the statement in Table 11C, first paragraph.

TABLE 11F. California Achievement Test and AFDC Data Comparisons of Southern States Negro Ethnic Group According to Sex[1]

CAT READING	FEMALE	MALE
Mean	6.59	4.14
Standard Deviation	.844	1.14
Number	20	9
CAT ARITHMETIC		
Mean	6.32	5.41
Standard Deviation	.90	1.11
Number	18	9
AFDC AVERAGE	2.74	2.61

Here is reflected a clear difference in educational achievement between the male and female groups tabled. Two thirds of the females scored between grades 5.75 and 7.43 in reading and between 5.42 and 7.22 in arithmetic, while the same proportion of males scored between grades 3.00 and 5.28 in reading and between 4.30 and 6.52 in arithmetic.

The average number of AFDC dependents for males and females combined is approximately two and two-thirds children.

---

[1] T-test between male and female CAT reading means is 1.68, not significant statistically however important it would be in an educational framework. In the group tabled above there is one illiterate female and two illiterate males.

TABLE 11G. Social Service Referral Group - Comparison of the Marital Status of Currently Enrolled Students with Terminated Students[1]

	CURRENTLY ENROLLED		TERMINATED	
MARITAL STATUS	NUMBER	PERCENT	NUMBER	PERCENT
Married	14	29.8	22	47.7
Separated	15	31.9	12	26.4
Single	7	14.8	7	15.2
Divorced	6	12.7	3	6.5
United	3	6.4	2	4.3
Widowed	2	4.4	0	0.0
TOTAL NUMBER	47		46	

---

[1] Table embraces all ethnic groups.

TABLE 12A. High-Low Age Comparisons for Grade and Attendance of Social Service Referral Group

AGE	GRADE NUMBER	GRADE MEAN	ATTENDANCE NUMBER	ATTENDANCE MEAN
19 - 30	42	9.29	42	152.33
30+	39	8.51	39	254.13
TOTAL NUMBER	81		81	
TOTAL MEAN GRADE		8.83		
TOTAL MEAN ATTENDANCE				201.34

By a division of the group at age thirty, there is disclosed a marked disparity in mean attendance. Attendance for the younger sub-group is on the average over 100 hours less than for the older. A motivational background inviting exploration is presented here.

TABLE 12B. Southern and Western States Compared on Average Grade Completed of Social Service Referral Group

SOUTHERN STATES	NUMBER	WESTERN STATES	NUMBER
Mississippi	6	California	13
Arkansas	6	Arizona	3
Louisiana	15	Colorado	1
Texas	14	Oregon	1
Tennessee	2	Washington	1
Alabama	1	- - - - -	-
Georgia	2	- - - - -	-
TOTAL NUMBER	46		19

	MEAN GRADE COMPLETED
Southern States	9.72
Western States	9.26

The average grade completed by the Southern-states sub-group and the Western-states sub-group is approximately the same.

TABLE 17A.[1] Social Service Referral Group--Comparison of Duration of Employment between Currently Enrolled and Terminated Students.

TIME SPAN	TERMINATED STUDENTS "N"	CURRENT STUDENTS "N"
1 week or less[2]	5	3
1 week - 1 month[2]	5	11
1 - 6 months	28	27
6 - 12 months	5	7
1 - 2 years	10	23
2 - 3 years	10	8
3 - 4 years	5	7
4 - 5 years	3	7
5 - 10 years	3	7
10 years or more	1	0
Occasional[2]	10	25
Never worked	1	3
No record[2]	16	2

---

[1] In a separate breakdown of the Negro ethnic group from the Southern States according to sex, the average duration of employment for females was 37 months; for males, 118 months.

[2] The definition and/or high number of these cases would make statistical refinement of the table unproductive.

TABLE 17B. Social Service Referral Group--Duration of Employment on a Single Job

TIME SPAN	NUMBER	PERCENT
1 month or less	2	3
1 - 6 months	6	9
6 months - 1 year	8	13
1 - 2 years	13	20
2 - 3 years	11	17
3 - 4 years	7	11
4 - 5 years	8	13
5 - 6 years	3	5
6 - 7 years	2	3
7 - 8 years	0	0
8 - 9 years	2	3
9 - 10 years	0	0
10 or more years	2	3
TOTAL NUMBER	64	100

Of the approximately 100 students in the sample, 64 had employment records which were available and showed some calculable period of employment. The remaining 36 either had never worked, had no available employment records, or had only occasional employment, which was impossible to categorize. Figures for those who listed categories such as "odd jobs", "occasional domestic", "part-time only", etc., were not included in this survey.

APPENDIX D

Analysis of Questionnaire Conducted by a Teacher of English in Basic Education Program

1. The students exhibit little interest in things and events with social impact or involvement. When queried as to their hobbies, 20 students out of 43 questioned either gave no response or "none" as a reply. Of the 23 students who listed a hobby, nearly all listed hobbies which were primarily solitary, passive or directly related to routine domestic chores.

Sewing, cooking, watching television, reading, and working on cars accounted for the majority of those who listed one or more hobbies. Five respondents listed sewing as a hobby. Four gave cooking as a major interest. Four students listed reading. Working on cars was mentioned by two. Hobbies such as fishing, tropical fish, stamp collecting, drawing, painting, needlecraft, hunting, sewing, cooking, reading and working on cars, all of which are likely to be solitary activities, were listed by eighteen of the twenty-three who listed hobbies. Only seven of the twenty-three listed any hobby which would normally be a social activity, i.e., dancing, baseball.

2. These students reflect a paucity of stimulation from the printed media, Of the forty-three respondents, seventeen admitted to seeing no magazine with any regularity, or gave no response to the question "What magazines do you read?" Responses such as "all", "hardly any" and "few" accounted for an additional four students. Sixteen listed at least one magazine. To the question "What newspaper do you read?", eight students either did not respond or gave "none" or "hardly any"

as an answer. Thirty were able to respond with the name of at least one newspaper. When asked "What is the best book you ever read?" twenty-eight students gave either no response or "none", "can't remember", "don't know" answers. The question "Who is your favorite author?" elicited no response or a negative answer from thirty students. Only twelve students were able to list an author.

3. The group shows a passive willingness to give the "right" answers, i.e., those desired by "the man". To the question "Did you enjoy your years at the school you attended?", an overwhelming thirty-five out of forty-three answered "yes". Only five responded negatively.

To the question "Did you consider it a good school?", thirty-three said "yes", while six gave qualified approval, i.e., "fair", "pretty good". Only one said "no" and another said "it was the closest". These results, coming from a group which has had repeated failure and frustration in a school environment, would seem to indicate a desire to give the expected of "correct" response.

4. The students fail to identify with "success" models to any great extent. To the question "What man do you admire most?", twenty-five gave either no response or replied in the negative. To the question "What woman do you admire most?", twenty-five failed to respond or responded in the negative.

5. The respondents show little ability to establish any type of long-range goals or to do long-term planning. When asked "What is your goal one year from now?", sixteen either failed to respond or gave negative or highly unspecific replies. Most of the remainder listed a generalized goal such as "get a job", "finish school", "good job",

etc. Ten gave a fairly specific goal, such as, "college", "high school", or a specific vocation. To the question "What is your goal five years from now?", seventeen either failed to respond or gave answers such as "no idea", "don't know", etc. Four planned to continue their education. Ten gave a generalized response such as "job", "working", "enough money to quit work", "married". The question "What is your goal ten years from now?", received no response or a negative answer from twenty-three students. Eleven gave a highly generalized answer such as "happily married", "to have a home", "retire", etc. Only one student listed a specific vocational goal. It can be seen from the responses listed above that the success or goal-oriented attitude, which is likely to lead to high aspirations and the ability to work toward their attainment, is largely missing in these students.

6. A significant number of the students admit to a threatening or "fear" response to the testing aspect of an academic program. To the question "Do you panic when you have to take a test?", nineteen responded affirmatively. Twenty-three either responded negatively or failed to answer. In a society which has become highly "test conscious" and where written tests are so important in determining educational and vocational success, this "panic" reaction would seem to be highly significant.

Conclusion: Although the sample for the questionnaire was quite limited, there emerges a rather clear picture of the basic education student on the higher elementary grade levels. He is a rather passive, inner-oriented, asocial individual. He is largely removed from the main-stream of the larger culture. The mass media, particularly the printed media, have little effect on his thinking or his aspirations. He appears to wish to conform to what is demanded by authority figures. He is likely to lack a "success" image on which to pattern himself and shows little interest or ability in formulating reasonable long-range goals.

APPENDIX E

EOA Christmas Party

In its fullest sense education does not readily admit of objective analysis or statistical measurement. As "change in behavior", education is most frequently manifest in circumstances either not readily observable by the educator or else rejected by him because of the lack of precise techniques for its evaluation.

But an opportunity for evaluation of the inter-personal growth of students in EOA Basic Education occured in December, 1965. This growth is represented primarily in the story of four people, all recipients of public assistance.

Della S., an attractive, effervescent woman of fifty-three, is credited with having originated the idea of a Christmas party. With considerable experience as a domestic worker, she obviously enjoys giving parties. When the idea first occured to her, she approached one of her teachers, Mr. Gordon Howell, and inquired whether there were any plans afoot for a Christmas celebration. He responded that he was aware of none but suggested that she discuss the possibility with Dr. Seidel, the director of the EOA project.

Dr. Seidel, aware of the possibilities of such a project, immediately approved the suggestion and encouraged its fruition. He established the simple ground rules: no consumption of alcohol, and noise to be kept at a reasonable level so that other classes would not be disturbed.

Della says that word of Dr. Seidel's approval "spread by the grapevine", and in a few hours other EOA classes wanted to join in. "It was the most happiest day in adult school", according to Della, when she knew that the party was really going to occur.

Della acted as chairman, with the approval of her class. "As a child, I was shy," she recalls. "When I grew up I learned to speak up, and I ain't never stopped talking since." She felt no anxiety about assuming the primary responsibility for the party. "I give a lot of credit to a lady over on Vallejo Street, who really taught me how to organize a big party."

Each of the other EOA classes was asked by Della to select a chairman. Ellen S., Tom L. and Robert J. were elected by their respective classes and, together with Della, made up what came to be referred to around the school as the "Big Four."

At lunchtime for several days this group met with two teachers, Mr. Humphrey and Mrs. Katuna, who encouraged but remained in the background. The four students agreed to divide the responsibilities, with Della in charge of general arrangements and refreshments, Ellen responsible for gifts and the guest list, and Tom and Robert handling other arrangements.

Ellen canvassed the classes on the question of gifts. She found out that some classes would "go for a one-dollar gift--others wouldn't." The students were solicited for one dollar each for gifts and an additional small sum for refreshments and decorations. Remarkably few were unable to contribute the dollar; most gave it with warm wishes. Ellen purchased a gift for each person at the "88¢ Store". "I was always taught to regard the thought behind the gift, not the gift itself". She purchased ties, clothes brushes or cuff-link sets for the men, and novelty rocking chairs, recipe boxes or salad servers for the women. The cost of each purchase was ninety-two cents, including tax. Each gift was numbered, and the students were to draw numbers for the gifts. Ellen gift-wrapped them herself.

She was also given the responsibility of inviting "the guests of honor". These included the principal, registrars, and office staff of the school, as well as the entire EOA staff.

On the morning of the party a few students left their classes and began wandering through the halls, singing Christmas carols. From a start of six people the group expanded rapidly to about forty, including several teachers. Ellen recalls that "there was real cooperation--real volunteer singing".

The party itself began at one o'clock. The decorations and refreshments, purchased by Della and Ellen during the morning, were set up in a classroom. Crepe paper streamers made an attractive false ceiling, and formed a canopy over the refreshment table. Chairs were arranged around the perimeter of the room to facilitate dancing. A record player was provided, while a number of students brought records.

Both teachers and students mixed readily, although some appeared rather shy. The dancing was a great success, not even interrupted by the serving of refreshments. Several of the teachers proved apt pupils in learning from the students a number of highly contemporary dances. Probably one-half to three-quarters of those present danced. In the selection of partners, racial and ethnic barriers were either not present or ignored.

The refreshments, consisting of soda pop, cookies, cakes baked by several of the teachers, and potato chips and dip, were served about two o'clock.

The gifts were presented at the same time. Miss Catherine Lee, vocational counselor for the Department of Social Services, who was an invited guest, presented each student with a small box of candy.

The party is viewed by all participants as a unique success. The students involved in the planning are unanimous in their belief that they personally gained a great deal from the experience. They express the opinion that the party brought everyone--teachers, staff, and students--much closer together and went a long way toward developing a sense of unity and "team spirit". It had a "swinging" quality, to quote several participants.

Miss Lee, an experienced social worker and vocational counselor, can recall no comparable experience of welfare clients joining together in a successful group project. She considers the party a highly promising experience.

APPENDIX F

Table 1. Median Percentiles of Random-Selected Group in the California Test of Personality

PERSONAL ADJUSTMENT	PERCENTILE
Self-Reliance	50
Sense of Personal Worth	60
Sense of Personal Freedom	20
Feeling of Belonging	25
Withdrawing Tendencies	40
Nervous Symptoms	25
SOCIAL ADJUSTMENT	
Social Standards	35
Social Skills	55
Anti-Social Tendencies	42
Family Relations	32
Occupation Relations	33
Community Relations	40

Table 2. Median Percentiles of Males in Random-Selected Group in the Johnson Temperament Analysis

	PERCENTILE
Nervous	67
Depressed	64
Active	39
Cordial	43
Sympathetic	45
Subjective	75
Aggressive	54
Critical	86
Self-Mastery	45

Table 3. Median Percentiles of Females in Random-Selected Group in the Johnson Temperament Analysis

	PERCENTILE
Nervous	56
Depressed	79
Active	51
Cordial	53
Sympathetic	54
Subjective	76
Aggressive	64
Critical	74
Self-Mastery	74

APPENDIX G

(Following is a facsimile of the questionnaire upon which the section Group Self-Portrait is based.)

* *

JOHN ADAMS ADULT HIGH SCHOOL

EOA Basic Education Program May, 1966

Your name is not required. Check the appropriate answers. Where you are asked to fill blanks please be as brief as possible.

1. Birthplace....City____________________State_______________

2. Age__________

3. Sex....(A) Male_____(B) Female_____

4. Marital status....(A)Married_____(B)Divorced_____(C)Single__________
(D)Separated__________

5. Number of times married?__________

6. Number of dependents?__________

7. Were your parents divorced?....(A) Yes__________(B) No_______________

8. How many years did you live with your parents?____________________

9. Were your parents separated?....(A) Yes________(B) No_______________

10. Do you work?...................(A) Yes________(B) No_______________

11. If you work, how many hours do you work per week?____________________

12. How long have you lived in California?_________________________

13. How long have you lived in the Bay Area?....Months_____Years__________

14. Do you plan on staying in California?....(A) Yes_____(B) No__________

15. How long have you been in attendance at this school under the EOA program?
Months________Weeks______Days______

16. How many years did you go to elementary school?....0___1___2___3___4____
5___6___7___8___

17. Did you graduate from elementary school?....(A) Yes______(B) No__________

18. How many years did you go to high school?....0___1___2___3___4___5___6___

19. Did you graduate from high school?....(A) Yes____(B) No____

20. How many years did you go to college?....1___2___3___4___

21. Did you ever have any other special schooling?....(A) Yes____(B) No____

22. If you have had special training, name what type of training.____________

____

23. How long were you in special training?....Months____Years____Weeks_____

24. What is your easiest subject in school?____________________________

25. What is your hardest subject in school?____________________________

26. What subject do you enjoy most in school?__________________________

27. What subject do you enjoy the least in school?______________________

28. Do you plan to complete the school you are in now?....(A) Yes___(B)No__

29. Where do you plan to go from here?....(A)More schooling____(B)work_____
(C)military service_____(D)on-the-job training_______(E)name any
goal you may have____

30. Do you feel you have the ability to go to college?....(A)Yes___(B)No___

31. What type of work do you eventually want to do?______________________

32. Why did you enroll in EOA program at this school?___________________

33. Do you find it difficult to communicate your ideas to teachers in
school?....(A) Yes_____(B) No_____(C) Remarks_______________________

34. Do you feel the tests given you in school are a fair measure of your
achievement?....(A) Yes____(B) No____

35. Do you feel you have special abilities which school tests do not measure?....(A) Yes____(B) No____

36. If you answered yes in question 35 name the special abilities you feel
you have.____

37. What activity takes up most of your time outside of school?____________

____

38. Has your occupational goal changed since you entered the EOA program
at this school?....(A) Yes_____(B) No_____

39. Do you think the EOA program at this school should be continued?....
(A) Yes_____(B) No_____

40. How worthwhile has the EOA program at this school been to you?.... (A) very worthwhile_____(B) fairly worthwhile_______(C) not very worthwhile______(D) a waste of time_____

41. If the EOA program at this school were continued, would you voluntarily attend?....(A) regularly_____(B) occasionally_____(C) rarely_________ (D) not at all______

42. Have you had the materials you needed to do your classwork?.... (A) Yes_____(B)_____

43. Has the EOA program at this school caused you to be more hopeful about your future?....(A) Yes_____(B) No_____

44. How would you rate your class work?....(A) too easy_____(B) too hard___ (C) about the right level of difficulty______

45. What do you feel is the main reason some of your classmates leave school?....____

46. Do you feel free to go to the office for information and help?.... (A) Yes_____(B) No_____

47. Do you have time to do homework?....(A) Yes_____(B) No_____

48. Are you asked to do homework by any of your teachers?....(A) never_____ (B) rarely_____(C) occasionally_____(D) frequently__________________

49. Regarding tests, do you feel there were (A) too many________(B) not enough_______(C) about enough________.

50. Are your tests corrected and returned?....(A) always__________(B) frequently_____(C) occasionally______(D) rarely______(E) never__________

51. Do you know how to take notes on the classroom work?....(A) Yes________ (B) No_______

52. How long were you out of school before you started the EOA program at this school?....weeks_________months_________years__________________

53. Do you have a hobby?....(A) Yes_____(B) No_____What?__________________

____

54. What languages do you know well, besides English?____________________

55. How long does it take you to get to school?____________________________

56. What expenses do you have in order to attend school?....(A) car operation_____(B) baby-sitter______(C) time off from work_____(D) others, name____

57. Have you ever been employed?....(A) Yes____(B) No____(C) full time_____
(D) part time_____

58. What is the longest period of time you have had a steady job?....
(A) years_____(B) months_____(C) weeks_____(D) days_____(E) never had a steady job______

59. At what type of work have you made the most money?....__________________

60. Are you taking any other kind of training along with the EOA program at this school?....(A) Yes___(B) No___(C) What?______________________

61. Are you a veteran?....(A) Yes___(B) No___(C) Which war?_________________

The next questions are only for those who come from out of State.

62. Which state did you live in before you came to California?______________

63. When you came to California, did you come (A) alone_____(B) with your parents_____(C) with a brother or sister_____(D) with relatives______ _______(E) with friends_____(F) with strangers_____(G) other__________.

64. What means of transportation did you use to come to California?....
____

65. Have you had relatives follow you to California?....(A) Yes___(B) No___
(C) How many?_______

66. Did any of your close relatives come to California before you did?....
(A) Yes____(B) No____

67. Did you have close relatives who left your native state for states other than California?....(A) Yes____(B) No____(C) to which state or states____

68. What was your main reason for coming to California?...._________________
____

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